

# EDUCATION

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## Chapter 1 'Extra Help' Doesn't Work, Experts Say

Witnesses told a House panel yesterday that a consensus is building among researchers studying Chapter 1: The "extra help" students receive doesn't help them or their schools.

"The architects of Chapter 1 believed that, if students just got a little extra help with the basics, we could compensate for their poverty and they would catch up with their peers," David Hornbeck, chairman of the independent Commission on Chapter 1, told the House Elementary, Secondary and Vocational Education Subcommittee. But it hasn't worked, he said.

### **ESEA** **Reauthorization**

The program also "has had virtually no impact on overall school quality," Iris Rotberg, senior social scientist with the Rand Institute on Education and Training, said at the hearing on reauthorization of Chapter 1 and other programs under the Elementary and Secondary Education Act (ESEA).

The five witnesses who testified called on Congress to overhaul the Chapter 1 program.

"Chapter 1 must be modernized," said Phyllis McClure, chairman of a review panel for the Education Department-sponsored National Assessment of the Chapter 1 Program.

Part of the problem, the witnesses said, is that the program encourages schools to take needy students out of class for remedial education.

"No matter how good the Chapter 1 program is ... 30 minutes a day does not make up for six hours of low expectation," McClure said.

At the same time, witnesses agreed, the  
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## **Researchers Say New Approach Helps Learning Disabled**

SAN FRANCISCO -- Learning disabled students can succeed in regular classrooms, but teachers must be prepared to revolutionize curricula, special education researchers say.

To help learning disabled students understand complex ideas, teachers should shy away from teaching facts, and instead show students how to teach themselves, researchers told members of the Learning Disabilities Association of America meeting here this week.

### **Conference Report**

"Many people take a 'tour guide' approach to curriculum," said Frank Kline, assistant education professor at Wichita State University in Kansas. "It's a very real pressure on teachers to cover the facts. The focus is on content rather than process."

But that approach does not help learning disabled students, Kline and others said. Rather, those students succeed when they learn strategies such as analyzing word roots, outlining  
(more)

## Chapter 1 'Extra Help' Doesn't Work, Experts Say (Cont.)

program's funds are spread too thinly. For example, half of the schools with fewer than 10 percent needy students still receive Chapter 1 money, Rotberg said.

She suggested Congress combine Chapter 1's basic and concentration grant programs and funnel more of money to needy districts.

In addition, Hornbeck said, Congress must end the "perverse incentive" that results when schools that show progress then have their Chapter 1 allocations cut.

"You've given us a tremendous road map if we want to take modernization of this program seriously," Rep. George Miller, D-Cal., told the witnesses.

Miller added that when the Chapter 1 program was designed in 1965 educators thought a program that took students out of class for remedial education would be successful. "We [now] know ... differently," he said.

The House will resume its ESEA reauthorization hearings March 4. The Senate has not yet scheduled its hearings. --David Baumann

## House Panel Approves Supplemental Funding Plan

A House subcommittee has approved a fiscal 1993 supplementary funding bill that would boost spending on the Chapter 1, Pell Grant, Head Start and summer jobs programs.

### **Budget '93**

On a voice vote Wednesday, the House Labor, Health and Human Services and Education Appropriations Subcommittee approved a Clinton administration request to increase spending for those programs as an economic stimulus (ED Special Supplement, Feb. 18).

Included in the proposals were:

- \$500 million for a Chapter 1 program this summer;

- \$235 million to give supplemental Chapter 1 payments to states that will lose money as a result of the 1990 census being used for program allocations starting next school year;

- \$2 billion to pay off the Pell Grant program shortfall through the 1993-94 academic year;

- \$1 billion for the Labor Department's Summer Youth Employment and Training Program; and

- \$500 million for a Head Start summer program.

It is not known when the full House Appropriations Committee will take up the spending plan. --David Baumann

## Honig Loses Calif. Schools Post, Gets Probation For Conviction

California's school superintendent was sentenced to four years' probation and officially removed from office this week for steering contracts to a foundation his wife headed.

Bill Honig, who last month was found guilty of violating a state conflict-of-interest law, also was fined \$10,800 and may have to pay as much as \$337,500 in restitution.

That is the amount of federal Chapter 1 and Chapter 2 funds the state education department used to pay the salaries of four employees of Nancy Honig's Quality Education Project, a nonprofit group she founded to promote parental involvement in schools (ED, Feb. 2).

Honig maintained throughout his trial that he and his wife did not benefit from the contracts because the money went straight to the employees to begin parenting programs.

But during sentencing Wednesday, Superior Court Judge James Long said Honig "utilized state funds to achieve a direct benefit to his wife and an indirect benefit to himself," a California education department spokesman said.

Following his conviction, Honig was automatically suspended from the post he had held for 10 years. Because the charges are felonies, he is barred from most administrative posts in California public schools. --D.S. Onley