

One of the items on this year's Caucus legislative agenda is the reauthorization of the Elementary & Secondary Education Act, and particularly the Title I - Compensatory Education Program. As many of you know, Title I is the major program of federal assistance for five million educationally discussional actions and the secondary Education and the secondary Education and the secondary Education and the secondary Education action and the secondary Education Act, and particularly the Elementary & Secondary Education Act, and particularly the Title I - Compensatory Education Program Act, and particularly the Education Program Act, and and particularly the Education Program Act, and and particularly the Education Program Act, an advantaged children living in areas with high

advantaged children living in areas with high concentrations of poverty.

This year, Title I will receive more Congressional scrutiny than at any point since its passage in 1965, under the leadership of our great black political leader -- Adam Clayton Powell. And in the next month, the National Institute of Education will be releasing the findings from its two-year study of the impact of Title I on poor children.

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Of the impact of Title I on poor children.

Unfortunately, several members of Congress want to use this reauthorization as an opportunity to shift the Title I focus away from poor children and instead turn the program into general aid for all children regardless of economic deprivation. This insidious effort is justified by these Congresspersons who state that "every poor child is not a dumb child," and as such the allocation of Title I's \$2.3 billion should instead be based upon a national measure of education deprivation.

This logic is faulty in several respects --

This logic is faulty in several respects -- clearly, poor children who are educationally disadvantaged face a double burden. Accordinate the control of the ding to the educational deprivation criteria, economically advantaged children could draw just as heavily upon Title I resources as

poor children. It is outrageous to contend that middle and upper income youngsters who do not excel academically face the same obstaexcel academically face the same obsta-cles as low income educationally disadvan-taged children currently eligible. If the eli-gibility were expanded in such a drastic manner, it would dissipate the impact that this program is having on our children. In effect this criteria would penalize su-

In effect this criteria would penalize successful Title I programs in poor communities. As an example, if you had a good program in a poor community which, over a two-year period, had raised their Title I children to an average rate of educational progress, then the next year all of the special programs in reading and math, funded by Title I, would be cut off, as they would no longer qualify as educationally disadvantaged.

Then to make this vicious cycle complete, only after a couple of years without Title I services, when the students academic achievement had sufficiently regressed, would they again be eligible for Title I monies. If this allocation criteria for funding were adopted, it would become a living nightmare for poor communities across the country.

In the near future, I will introduce my own version of the Title I reauthorization, and I hope it will encompass many meaningful reforms to improve what is already a good program. Numerous studies have shown that Title I students are achieving a rate of academic progress of one month for each month in Title I; This is the rate of progress for the average child, and by these standards, Title I can be judged a success.

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average child, and by these standards, Title I can be judged a success.

Unfortunately, in the absence of such enrichment during the summer months, the progress reverses, and Title I students tend to lose from one to three months of the progress they had gained during the school year. To me this indicates the strong need to develop and encourage Title I "summer bridge" programs which, through continued educational enrichment and stimulation, protect the progress a Title I student had made, and ensure that this achievement is carried over to the following school year to now, has been totally neglected.

neglected.
Finally, I received a great deal of mail from students and parents in New Orleans, La. who

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