

Egyptian fleet at the Battle of Navarino in October 1827.

The cause of Greek independence caught the imagination of the American people and some volunteered to serve with the badly outnumbered Greek patriots, others organized efforts to send packages of bandages and other supplies, and expressions of sympathy and solidarity were sent by the highest Government officials and from communities throughout our young Nation. President John Adams remarked:

My old imagination is kindling into a kind of missionary enthusiasm for the cause of the Greeks.

For its part, the Greek nation looked upon the United States with hope and admiration. In May 1821, the first Greek Senate addressed the American people, saying:

Friends, fellow citizens, and brothers, having formed the resolution to live or die for freedom, we are drawn toward you by just sympathy, since it is in your land that liberty has fixed its abode . . . Though separated from us by mighty oceans, your character brings you near us . . . Our interests are of such nature as to cement more and more an alliance founded on freedom and virtue.

Mr. Speaker, the contributions made and still being made to the growth and greatness of the United States by the Greeks who have chosen to make their homes here continue to cement the feelings we have for Greece, and on this anniversary of their independence, it is a pleasure for me to extend greetings to Americans of Greek descent in the 11th Congressional District, which I take pride in representing, as well as those in Chicago and across our Nation as they celebrate the 159th anniversary of Greek independence.●

ALTERNATIVE AND WORK-SITE EDUCATION ACT OF 1980

HON. SHIRLEY CHISHOLM

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Monday, March 24, 1980

● Mrs. CHISHOLM. Mr. Speaker, today I am introducing, with 11 co-sponsors, the Alternative and Work-Site Education Act of 1980. Because of widespread dissatisfaction with the President's call for an additional billion dollars to the same public schools now failing large numbers of disadvantaged youths, we are offering this bill as an alternative to the education title of the youth employment initiative.

The major thrust of this legislation is to support local alternative education programs run by nonprofit community-based organizations in areas of great need. Direct links between these entities and local employers would be established to provide jobs or job training to students enrolled in the alternative education program. Basic

education and skills specifically related to work would be taught in the classroom, but 8 to 20 hours of each student's week would be spent earning a minimum wage or more at a jobsite. Low teacher-student ratios, intensive counseling, direct parent involvement, year-round operation, and stringent evaluations would also be features of these programs.

In addition, the bill would: First, establish within the Department of Education and Office of Alternative and Work-Site Education under the Assistant Secretary for Research and Improvement; second, mandate national and local occupational surveys to determine probable needs of employers; and third, create a National Clearinghouse on Alternative and Work-Site Education to collect and disseminate information on related programs.

The question that both this bill and the administration's plan seek to address is how to best alleviate a serious mismatch between some students and the typical school environment. I believe it is unrealistic to expect traditional schools, which to date have been unable to meet the needs of difficult youths, to be any more successful when we spread over \$900 million across a few thousand public school districts. I hope new teaching methods are adopted by more public schools, but I feel this is likelier to happen as successful nonprofit institutions teach, train, and find jobs for teenagers failed by our Nation's public school system. Therefore, the Alternative and Work-Site Education Act of 1980 is not a proposal for experimental or demonstration projects. There are countless nonpublic entities that have succeeded in serving youths abandoned by public schools, and it is time to provide basic Federal grants to these programs on a large scale.

Carol Gibson, education director for the National Urban League, pointed out:

Throughout the Urban League movement our experiences with alternative education substantially demonstrate that culturally biased practices can be discontinued, valid standards of achievement can be utilized, and our constituents can attain skills which enable them successfully to compete within all of their peer groups.

Elton Jolly, national executive director of OIC's of America, testified based on experience with OIC's successful career intern program:

My concern is that the clients of OIC are youth and adults who have not been served by the schools. No institution can serve all people. The dropouts, the pushouts, and the unemployed youth are persons who did not get the services that they needed for a variety of reasons. We must now see that they receive remedial help. It is my contention that this help should come from outside the education system: We must offer an alternative way of being trained to youth who have not succeeded in school.

A recent GAO evaluation of the alternative high school for juveniles in Marshall County, Tex., stated:

This project served students who could not function in a regular classroom. The goals included instruction in math, reading, and communication; preparation for entry into the job market or reentry into high school; and improving peer relationships, positive self-concept, and motivation to become productive citizens. Students attended class for 3½ hours a day in the morning and held jobs in the afternoon At the beginning of the year, only 13 percent scored on or above their desired ability levels in an achievement test. At the end of the year, 63 percent scored on or above their desired levels Our review . . . showed that nearly every student's behavior improved The success of this project resulted in the State changing its policy so that school districts can become subgrantees for alternative school projects.

"Alternative Schools for Disruptive Youth," a 1978 NIE paper, reported:

Features of alternative programs include small, intimate schools with a low student-adult ratio, individualized instruction, competent and caring teachers, specialized personnel to provide counseling and social services, and a pragmatic vocational thrust.

In a review undertaken at Indiana University of over fifty alternative school evaluations, the most salient findings were these: (1) The self-concept of alternative school students appears to improve, especially students who have not done well in conventional schools. (2) Students tend to be happier in alternative schools and have better attitudes about school. (3) Students seem to have an increased sense of control over their own destinies, feel more secure, and have a stronger self-identity. (4) More positive attitudes tend to be demonstrated in higher attendance rates, lower suspension and disruption rates, and less vandalism and violence in schools.

The alternative schools network, a citywide system of 45 neighborhood based and run schools in inner-city Chicago, found:

People who had traditionally been turned off and discouraged about formal education, people who had experienced life mostly as passive objects being acted upon, people who endure the most severe economic deprivation in our society have developed new hope, succeeded where earlier they had only failed, discovered that they can learn basic skills as they learn about and act in regard to their lives and their communities.

The Alternative and Work-Site Education Act of 1980 holds out real hope for today's and tomorrow's unemployed teens. I hope this Congress will consider and enact it in place of the education component of President Carter's Youth Act, before another generation of unskilled, ill-prepared dropouts spills onto our streets. The text of the bill follows:

H.R. —

A bill to amend the Elementary and Secondary Education Act of 1965 to establish a program of alternative and work-site education

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Alternative and Work-Site Education Act of 1980".

Sec. 2. Title IX of the Elementary and Secondary Education Act of 1965 is amend-

ed by adding at the end thereof the following new part:

"PART F—ALTERNATIVE AND WORK-SITE EDUCATION

"PURPOSE

"Sec. 961. It is the purpose of this part—

"(1) to establish within the Department of Education an Office of Alternative and Work-Site Education, under the Assistant Secretary for Educational Research and Improvement;

"(2) to assist private non-profit organizations in providing alternative and work-site education programs for students residing in local areas containing high concentrations of low-income families in order to reduce the rate of dropouts, pushouts, absenteeism, suspensions, and expulsions, and to increase academic achievement and placement in full-time employment and postsecondary training or education;

"(3) to encourage direct relationships between such nonprofit organizations and local employers and employment agencies to implement job sampling, job training, and bridge jobs for students referred to in paragraph (2);

"(4) to establish a National Clearinghouse on Alternative and Work-Site Education to collect and distribute to interested individuals and entities information on the activities of the Office and on successful alternative education programs; and

"(5) to reduce race and sex discrimination and stereotyping in education and employment.

"OFFICE OF ALTERNATIVE AND WORK-SITE EDUCATION

"Sec. 962. There shall be in the Department of Education, under the general supervision and direction of the Assistant Secretary for Educational Research and Improvement, an Office of Alternative and Work Site Improvement which shall be responsible for carrying out the purposes and programs of this part.

"ALTERNATIVE AND WORK-SITE EDUCATION PROGRAMS

"Sec. 963. (a) The Secretary shall, from the funds appropriated under section 967 for any fiscal year, make grants to qualified nonprofit organizations located in and serving an eligible area for the purpose of conducting programs which meet the requirements of subsection (b). Payment of any such grant shall be made over a period of not less than one nor more than three years.

"(b) Any qualified nonprofit organization desiring to receive a grant under this section shall submit to the Secretary an application at such time, and in such form, as the Secretary shall prescribe by rule. Such application shall provide adequate assurances that each program funded under this section will—

"(1) serve students in grades 7 through 12;

"(2) submit and implement specific plans to achieve the purposes described in paragraphs (2), (3), and (5) of section 901;

"(3) provide for students served by the program a minimum of eight hours and a maximum of twenty hours of work-site training or employment per week;

"(4) establish advisory councils composed of parents, employers, and other interested residents of the local community and directly involve such councils in all aspects of the program;

"(5) provide intensive academic and occupational counseling to each student served by the program, and assign overall responsibility for each enrolled student to one of the instructors employed by the program;

"(6) operate classroom and work-site education programs twelve months per year;

"(7) be staffed with not less than one adult paid employee or volunteer for each 15 students served;

"(8) take into account information obtained under section 964 of this title;

"(9) pay not less than the minimum wage under section 6(a)(1) of the Fair Labor Standards Act of 1938 to students for time spent at work-sites, with the three-fourths of the costs of such wages being provided from funds provided under this part;

"(10) enroll students on a voluntary basis, and not accept compulsory student referrals from public schools or criminal justice agencies;

"(11) provide to the Secretary at the end of each fiscal year of program operation detailed data on (A) student progress and achievement, and (B) teacher achievements with individual students;

"(12) not expend funds provided under this Act for building construction or residential services;

"(13) fully cooperate with an independent evaluator selected by the Secretary on the basis of competitive bids from private contractors;

"(14) inform the local educational agency of the area served of the alternative education programs being provided; and

"(15) develop and implement new and innovative approaches to expand outreach in order to effectively meet the needs of the target groups of students.

"NATIONAL AND LOCAL OCCUPATIONAL SURVEY

"Sec. 964. The Secretary, in cooperation with the Secretary of Labor, shall obtain and distribute to interested individuals and organizations information concerning the probable employee needs of employers, by general occupational category, for each standard metropolitan statistical area and State and for the United States.

"NATIONAL CLEARINGHOUSE ON ALTERNATIVE AND WORK-SITE EDUCATION

"Sec. 964. The Secretary shall establish and operate a National Clearinghouse on Alternative and Work-Site Education which shall collect, analyze, and distribute (on request) information relating to programs funded under this part and other programs of alternative and work-site education.

"CIVIL RIGHTS COMPLIANCE

"Sec. 965. No person in the United States shall on the ground of race, creed, color, national origin, sex, or political affiliation or beliefs, or on the ground of any other factor specified in any Federal law prohibiting discrimination, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under, any program or activity funded in whole or in part with funds made available under this Act.

"DEFINITIONS

"Sec. 966. For the purposes of this part—

"(1) the term 'alternative education' means an education program that embraces subject matter or teaching methodology (or both) that is not generally offered to students of the same age or grade level in traditional school settings, and which offers a range of educational options, and includes the use of program methods and materials that facilitate student access and are relevant to the students' educational needs and interests (as indicated by the student) and facilitates positive growth and development in academic, occupational, and social skills;

"(2) the term 'work-site education' means the progressive development of skills associated with a defined set of work processes to be covered sequentially in the course of employment in an occupation, trade, or indus-

try and which is upgrading in nature, integrated with and supplemented by classroom instruction as deemed necessary and appropriate, and consistent with a career pattern of advancement (as measured by skill proficiency and the progression of earnings and related benefits that is recognized within the occupation, trade, or industry);

"(3) the term 'eligible area' means a school district or county which was, during the most recent school year, eligible for assistance under subpart 1 of part A of title I of this Act in accordance with section 111(b) of this Act;

"(4) the term 'qualified nonprofit organization' means a private educational institution which is located in an eligible area and which—

"(A) demonstrates knowledge of and experience in the field of innovative and experimental education;

"(B) has the capability and experience to develop and manage fiscal systems necessary for administration of Federal funds, organizational stability to permit program continuity, and ability to comply with Federal grant requirements;

"(C) has available experienced and professional staff who demonstrate a commitment to effective alternative educational opportunities;

"(D) is an educational institution described in section 501(c)(3) of the Internal Revenue Code of 1954 and is exempt from Federal income tax in accordance with section 501(a) of such Code; and

"(E) has State accreditation for granting high school diplomas, or has the capability to successfully prepare enrolled students for achieving a high school equivalency degree;

"(5) the term 'pushout' means a student who leaves school because of frustration from not achieving success, or because of pressure exerted by the school through various disciplinary actions;

"(6) the term 'dropout' means a student who quits school, usually beyond the age of compulsory school attendance; and

"(7) the term 'bridge job' means a job leading to career employment following successful completion of related academic and vocational training.

"AUTHORIZATION OF APPROPRIATIONS

"Sec. 967. There are authorized to be appropriated to carry out this part for fiscal year 1981 and for the two succeeding fiscal years \$900,000,000, which shall remain available until expended.●

SENATE COMMITTEE MEETINGS

Title IV of Senate Resolution 4, agreed to by the Senate on February 4, 1977, calls for establishment of a system for a computerized schedule of all meetings and hearings of Senate committees, subcommittees, joint committees, and committees of conference. This title requires all such committees to notify the Office of the Senate Daily Digest—designated by the Rules Committee—of the time, place, and purpose of the meetings, when scheduled, and any cancellations or changes in the meetings as they occur.

As an interim procedure until the computerization of this information becomes operational, the Office of the Senate Daily Digest will prepare this information for printing in the Extension of Remarks section of the CONGRESSIONAL RECORD on Monday and Wednesday of each week.