

Office of Internal Communications

The Office of Internal Communications (OIC), which is within the Office of Communications and Outreach (OCO), helps to communicate to employees information about the administration's key education policies and initiatives, ways employees are working to meet ED's strategic goals, useful information for the work place, and employee profiles. OIC's products include:

Inside ED

a newsletter for ED employees

Inside ED, the U.S. Department of Education's employee newsletter. It is published up to 10 times a year and features a variety of sections to appeal to the varied interests of ED employees.



Education Policy Briefing Series



Sponsored by the Office of Communications and Outreach

One-hour briefings that help educate staff on myriad education issues that relate to the goals and work of ED and provide a forum for staff to interact and share expertise.



Two in-house volunteer programs, which pair Department of Education employees with Washington, D.C.-area school children.



ED Notebook

The Department's Weekly Information Resource
Prepared by ED Internal Communications



ED Notebook, The Department's Weekly Information Resource, a weekly e-mail message used to broadcast information to ED employees. ED Notebook also resides on the home page of connectED.

More detailed information about these products is available in this packet.

Inside ED

a newsletter for ED employees

Inside ED is the employee newsletter of the U.S. Department of Education.

Published 10 times each year by the Internal Communications team, the newsletter features a variety of sections that appeal to and highlight employees' varied interests.

The newsletter can be accessed from the home page of the Department's intranet site, connectED. When published, *Inside ED* is announced via an e-mail and through ED Notebook.

Newsletter sections include:

❖ Cover Story

Inside ED's cover stories highlight the people and offices that make up the Department of Education. Each cover story is designed to shine a spotlight on the efforts of the individuals who do the work of the Department. Other cover stories discuss topics of interest to all employees.

❖ Comings and Goings

Employee departures and the arrival of new staff are revealed in Comings and Goings.

❖ Mark Your Calendars

Upcoming events of interest to employees, including briefings, commemorative events, and conferences, can be announced here.

❖ Tips for Top-Notch Workers

Aspiring leaders can find information about upcoming programs, courses, and opportunities in this section, as well as ways to improve their job performance.

❖ Worth Noting

ED employees with noteworthy accomplishments and achievements are honored here, as well as retiring employees and employees who have passed away.

Also within Worth Noting:

◆ Congratulations Corner

Current employees get a well-deserved pat on the back for good work in this section of *Inside ED*.

◆ Family Matters

If a family member of an ED employee has done something noteworthy, they may receive kudos in this section.

❖ Regional Roundup

ED's ten regional offices have a special section all their own to focus attention on their unique events and happenings.

❖ Editor's Page

The fun stuff! Trivia questions, quotes, and enjoyable activities that have occurred at ED.

Inside ED is produced by Melinda Malico and Jennifer Padgett under the direction of Deputy Assistant Secretary for Communications Services John McGrath.

The Internal Communications team welcomes input for *Inside ED*. Please send story ideas to InsideED@ed.gov.

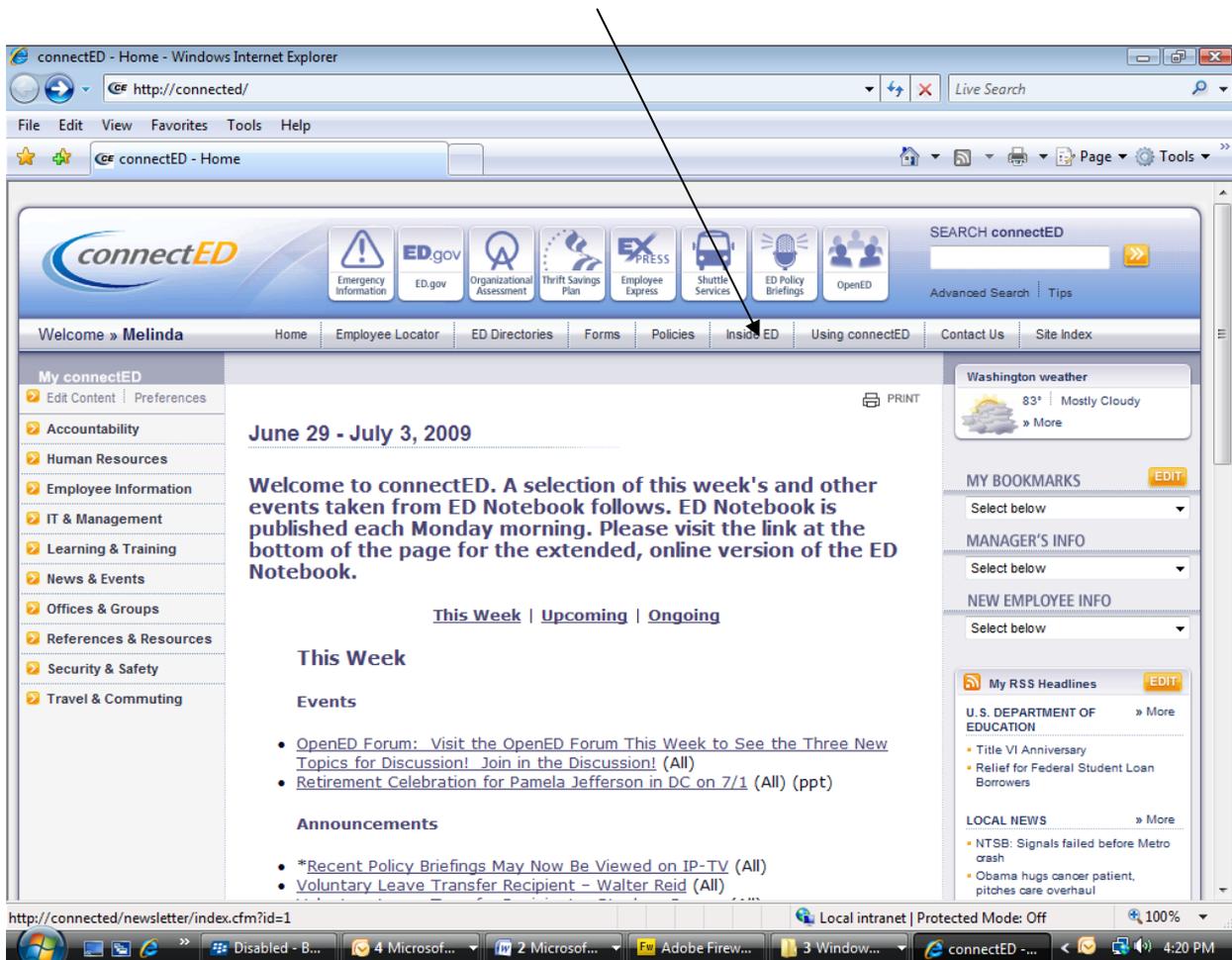
How to Receive the Inside ED Employee Newsletter

There are three ways to access *Inside ED*, ED's monthly, online employee newsletter.

Inside ED is e-mailed to all Department employees from the ED Internal Communications mail box each month.

Inside ED is announced in ED Notebook as soon as it is published.

Inside ED also is easily accessible via the quick link on the connectED toolbar.



The screenshot shows a Windows Internet Explorer browser window displaying the connectED website. The address bar shows the URL <http://connected/>. The website header includes the connectED logo and a search bar. A navigation menu below the header contains links for Home, Employee Locator, ED Directories, Forms, Policies, **Inside ED**, Using connectED, Contact Us, and Site Index. An arrow points to the 'Inside ED' link. The main content area displays a welcome message for Melinda, dated June 29 - July 3, 2009, and lists events and announcements. The right sidebar contains weather information for Washington, my bookmarks, manager's info, new employee info, and RSS headlines.

Inside ED

Vol XXI, No. 6

a newsletter for ED employees

September 8, 2009

A National Commitment to Education, From the Beginning: A Brief History of the Formation of the Department of Education

While a Cabinet-level Department of Education came about a little more than a quarter-century ago, its origins can be traced to the earliest days of the United States. And while the agency's name and location within the executive branch have changed during the past 130 years, its early emphasis on getting information on what works in education to teachers and education policymakers continues to the present day.

The Constitution is silent about the subject of education, reflecting the Founding Fathers' belief that the powers of the national government should be strictly limited. However, our founders saw an educated citizenry as crucial for the functioning of popular self-government and expressed support for various types of education programs.

In the early days of the United States, a substantial federal role in education was generally considered to be outside of the delegated powers under the Constitution, but the federal government still promoted education in a number of indirect ways. In fact, the national promotion of education actually began under the earlier Articles of Confederation. The Ordinance

of 1785, in which Congress established rules for the sale of land in the Northwest Territory, required that proceeds of the sale of land of a part of each township be reserved for a school. Moreover, when Congress established the Northwest Ordinance in 1787 for the governing of the territory, it stated that "Religion, Morality and Knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."



After the adoption of the Constitution, Congress stipulated that any new state should devote a specified amount of the proceeds for the sale of public land to education. Further, Congress began to give grants of land to specific state and private education institutions. However, until the end of the Civil War, there was no federal entity specifically concerned with education.

Before the federal government could play a more significant role in American education, the American people had to become convinced of the value of public education. As late as 1830, the belief that schooling was primarily a public responsibility was widespread only in New England, and even there, the

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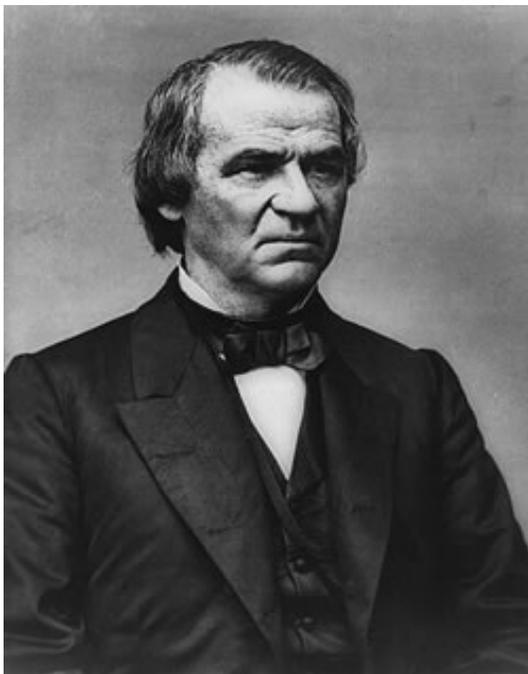
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schools, both public and private, were run by the localities with virtually no state direction. During the 1830s, a reform movement to create public schools, called the Common School Movement, arose in the United States, with Horace Mann of Massachusetts as its most prominent voice. The movement became so successful that by the eve of the Civil War, the public school had become commonplace throughout the Northern states. Most of the Northern states established departments of education, which collected data within their states and provided limited direction to the local schools. The establishment of these state education agencies caused American educators to think in terms of a similar agency in the federal government.

The impact of the Civil War and Reconstruction provided a climate amenable to the creation of a federal agency. During this period, the federal government was expanding its power into many new areas that had previously been considered beyond the delegated powers of the Constitution. A federal role for education was also seen as a means to facilitate the mending of the Union and to uplift the freed black slaves.

Congress passed a bill to create the original Department of Education in 1866, and President Andrew Johnson (shown below) signed it into law on March 2, 1867. The bill created an autonomous non-Cabinet-level department intended to focus primarily on the collection and dissemination of educational information that would help the states establish effective school systems. Small in size, the department comprised a commissioner of education and three clerks. Although its functions were limited, educators at

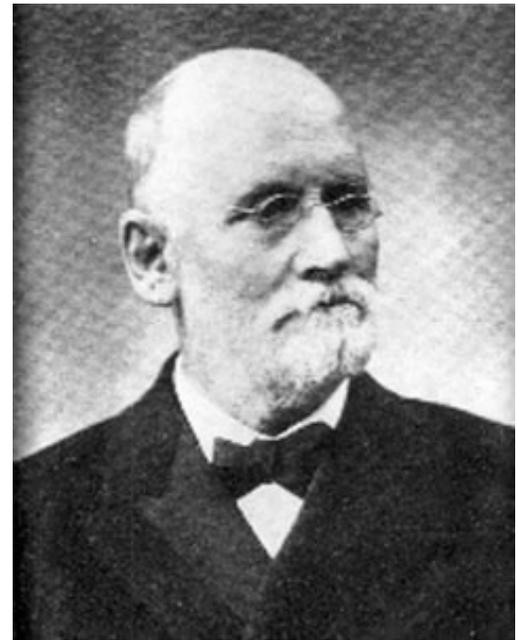


the time believed that the dissemination of information would have a transformational effect on education within the states. Henry Barnard, America's most prestigious educator at the time (and the namesake of the LBJ Building's auditorium), was selected to head the new department. Barnard brought part of his extensive book collection to Washington, which became the nucleus for the agency's future library. Barnard firmly believed that the production of scholarly reports on educational history and the condition of education in foreign countries was essential for understanding the contemporary condition of American education. But Barnard's focus on scholarship was to the detriment of fostering good relations with Congress, and thus contributed to the deterioration of the fledgling agency's political support, and consequently, to its demotion to an office of education within the Department of the Interior, which occurred in 1869. In one form or another, the federal education office remained in the Department of the Interior until 1939.

From its origins, through its transitions (the Office of Education was actually renamed the Bureau of Education in 1870, one year after it was created), and until the 1950s, the federal education office would be concerned primarily with its fundamental duties of collecting and disseminating



information. As Commissioner of Education William Torrey Harris (shown at right) would assert in 1891, "The entire usefulness ... of the Bureau of Education depends on what it prints and publishes." Those publications proved to be invaluable. In high-quality annual reports, special topical research booklets, and statistical studies dedicated to promoting the cause of public education, the federal office served as the premier source of information about education in the United States. In 1876, the Bureau of Education released the first comprehensive report on American libraries, *Public Libraries in the United States of America: Their History, Condition, and Management*. In one chapter, Melvil Dewey introduced his decimal classification system for libraries. The first published set of rules for library cataloging by Charles A. Cutter was presented in a second volume. The bureau's 1876 library report became a veritable bible for librarians.



The federal education agency would play a significant role in efforts to enhance and standardize the American curriculum, with the formation of the Committee of Ten on Secondary School Education (1892), the Committee of Fifteen on Elementary Education (1893), and the Commission on the Reorganization of Secondary Education (1913–18). The immediate post-World War II period saw the agency taking the lead in developing and promoting "life-adjustment education," an effort to orient secondary education to real-life activities, such as "home living, vocational life, civic life, leisure life and physical and mental health."

In 1890, Congress passed the Second Morrill Land Grant Act, which funded state agricultural and mechanical colleges. The bureau administered land-grant requests and reviewed reports that colleges were required to file.



Vocational education became the next major area of federal aid to schools, with the 1917 Smith-Hughes Act and much later, the 1946 *George-Barden Act* focusing on agricultural, industrial, and home economics

training for high school students.

In the 1880s, a program to support the welfare of Alaska natives, particularly Eskimos, was created, and by the 1910s and 1920s, it comprised about two-thirds of the total Bureau of Education staff and expenditures. One intriguing program imported reindeer from Siberia and hired Siberian reindeer herders to teach Eskimos the skill of herding reindeers, as the Eskimos had lost a primary source of revenue to commercial hunters. The reindeer-herding effort was intended to uplift the Eskimos and provide them with a new vocation. The Alaska program was separate from the rest of the bureau, as very few staff members were based in Washington, D.C., with most residing in Alaska or Seattle, Wash. Believed to divert attention from the bureau's fundamental education information functions, the program was transferred to the Bureau of Indian Affairs around 1930.



During both world wars, the education agency was intricately involved in war-oriented education activities, especially involving technical training. One of the most interesting of these programs was the U.S. School Garden Army, in which the federal agency encouraged students to cultivate school yards and other areas to produce food for the World War I effort and also as a social and healthful pursuit for urban children.

In 1929, the Bureau of Education once again became the Office of Education (OE). During the 1930s, the OE became involved in many of the New Deal's youth programs, running the education program in the Civil Conservation Corps (CCC) and cooperating with the National Youth Administration (NYA) in a number of activities. In 1934, federal vocational education activities were added to the OE. Vocational education had

previously been part of an independent Federal Board for Vocational

Education, created by the Vocational Education Act of 1917 to administer federal money to the states for vocational education.

In 1939, the entire Office of Education was transferred from the Interior Department to the newly created Federal Security Agency, which in 1953 was upgraded and renamed the U.S. Department of Health, Education and Welfare (HEW).

World War II led to a significant expansion of federal support for education. The major education program coming out of World War II, the *Veteran's Readjustment Program of 1944* (commonly known as the "G.I. Bill of Rights"), which virtually transformed American higher education, was administered by the Veterans Administration. In terms of administering federal education funds, the OE was still a very minor player as of 1950, handling only about 1 percent of the total. By contrast, as recently as the 2008 federal budget, the Department of Education administered the third-largest pot of government funding, behind only the U.S. departments of Defense and Health and Human Services.

During the 1950s, the transformation of the federal education agency would begin, as the agency took responsibility for ever-larger amounts of money. The *Lanham Act of 1941* and the Impact Aid laws of 1950 helped ease the burden on communities affected by the presence of military and other federal installations by making payments to school districts. OE administered those programs.

Cold War fears that the Soviet Union was achieving superiority in science and technology, spurred by the launching of the Sputnik satellite in 1957, contributed to the 1958 passage of the *National Defense Education Act* (NDEA) in 1958, which represented the most extensive federal aid legislation for American schools up until that time. The OE would begin to administer programs to enhance America's capability in mathematics, science, and foreign languages. These programs included the funding of state and local education agencies, and loans and scholarships to college and graduate students.



By 1960, the OE had undergone extensive growth, but its expansion would greatly hasten during that turbulent decade. Education would serve as the centerpiece for President Lyndon B. Johnson's "War on Poverty." Johnson's administration looked upon poor educational performance as a fundamental source of economic disadvantage, and believed that by boosting educational attainment, the poor could move into the middle-class mainstream. The major legislation to help the economically disadvantaged was the *Elementary and Secondary Act of 1965*, which established a comprehensive set of programs of federal aid to disadvantaged children, including the Title I program, charged with improving the academic achievement of the

disadvantaged. Federal aid for economically disadvantaged groups was used not simply to combat poverty but to fight racial segregation in the schools. The *Civil Rights Act of 1964* contained provisions prohibiting racial discrimination in any program receiving federal funding. By threatening to withhold federal education funds, the OE was able to pressure school districts in the South to desegregate.

The *Higher Education Act of 1965* provided financial aid to colleges and college-age students in order to help them go to college. It was these acts that caused the OE budget to significantly increase from \$1.5 billion in 1965 to \$3.4 billion in 1966, making the Office of Education a bigger player on the national education playing field. In order to administer the new programs, the staff of the OE grew by 50 percent to more than 3,000 employees.



In addition to increasing its size, the addition of extensive administrative duties to the OE brought about a radical change in its structure. Whereas the OE had traditionally revolved around various education specialists, each of whom engaged in information-gathering, report-writing and program leadership in his or her area of expertise, the restructured office would rely on generalists with managerial ability.

In addition to combating poverty and racial segregation, the OE moved into enforcing laws that advanced the interests of other disadvantaged groups. At the urging of linguistic minorities, primarily Hispanics, the Bilingual Education Act of 1968 came into being

and was later expanded. *Title IX of the Education Amendments of 1972* prohibited discrimination against female students. The *Education of All Handicapped Children Act of 1975* guaranteed a free appropriate public education for disabled students. Each of these categorical programs (programs designed to serve special groups of students or specific student needs) encompassed extensive federal regulations that were administered by the OE. These programs were predicated on the belief that only by specifically earmarking federal funds could disadvantaged groups receive vital educational services.

Because of a new focus on the need to develop better ways of educating the disadvantaged, expenditures on educational research grew appreciably in the 1960s. However, there was a widespread belief within the education research community that the OE, with its focus of program management, lacked staff capable of undertaking and overseeing high-quality research. Many believed that an education research agency staffed by social scientists and free from bureaucratic impediments was needed. Thus, at the urging of the Richard M. Nixon administration and Senator Daniel P. Moynihan (D-N.Y.), the National Institute of Education (NIE) was established as a separate entity under the *Education Amendments of 1972*. According to a 1982 article in *Education Week*, the agency was given an even "broader, grander mission than other federal programs." "The purpose of a National Institute of Education," said Moynihan, the agency's principal advocate in the Nixon administration, "is to develop the art and science of education to the point that equality of educational opportunity results in a satisfactory equivalence of educational achievement."



Created separate from the Office of Education, NIE and the Office of Education were parts of the new Education Division of the Department of Health, Education and Welfare, which was headed by an assistant secretary of education. Then, in 1974, the National Center for Education Statistics (NCES)

was transferred from the OE to the Education Division. This meant that, by the mid-1970s, most functions not related to the dispersal of funds had been removed from the OE. Although technically the assistant secretary for education was now the top education official in the federal government, actual authority around education was fragmented and confused. Most of the education programs in the OE, for example, remained statutorily under the control of the commissioner of education. This fragmentation and subsequent confusion would provide ammunition for a move to consolidate federal education activities into a new Cabinet-level Department of Education.

The idea of establishing a Cabinet-level department was not new. Ever since the late 19th century, American educators, especially the National Education Association (NEA), the larger of the two labor unions composed of teachers, had sought to elevate the status of the federal education agency to Cabinet level, and numerous bills to achieve that goal had been submitted to Congress. There was an especially intense effort to establish a department in the immediate post-World War I period. In 1931, the National Advisory Committee on Education, appointed by President Herbert Hoover, recommended that a Department of Education be created. Under President Johnson and with congressional support directed by Senator Abraham Ribicoff (D-Conn.), a former secretary of HEW under President John F. Kennedy, three separate task forces studied this issue in the 1960s.



However, it was largely as a result of the efforts of President Jimmy Carter (shown at left) that the department became a reality. President Carter had actively sought the support of the NEA while campaigning for the Democratic presidential nomination in 1976. Carter backed the NEA's entire education program, which featured a proposal for the establishment of a Cabinet-level department of education. As a result, the NEA endorsed the Carter/Mondale ticket in September 1976, the first time the NEA had ever made a presidential endorsement. Once in office, Carter's proposal to create a Cabinet-level Department faced strong opposition in Congress and even within his own administration. Carter initially wanted a broad-based education department that would draw together the many education programs from throughout the federal government. HEW Secretary Joseph Califano (pictured above at right) was cool to the idea of a separate department, preferring to upgrade HEW's focus on education. In Congress, creation of a department was opposed by members of both sides of the ideological spectrum. Conservatives vehemently opposed an enlarged federal role in education. Liberals, meanwhile, believed that education

programs would remain stronger as part of HEW, and that maintaining the human-welfare components that were part of HEW was the best way of marshalling political support for their agenda.

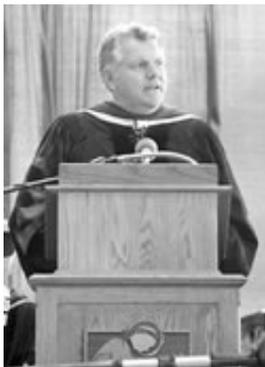
Nevertheless, in 1978, a bill to establish the Department of Education easily made it through the Senate, but opposition in the House precluded a vote. A similar bill was reintroduced in both houses of Congress in 1979. This time, as a result of intense pressure by the NEA and by President Carter, the measure was passed by the House as well as the Senate. Carter signed into law the *Department of Education Organization Act* (details are available at [this link](#)) on Oct. 17, 1979. The Department of Education officially began to function on May 4, 1980, with Shirley M. Hufstедler, a former associate justice of the California Court of Appeals, as its first secretary.

Eight secretaries of education have served since Hufstедler's groundbreaking appointment: Terrel Bell, William Bennett, Lauro Cavazos, Lamar Alexander, Richard Riley, Roderick Paige, Margaret Spellings, and Arne Duncan. The secretaries of education have created a continuously evolving department with a complex vocation of balancing federal and state education oversight and goals, and a department that has developed and sharpened its focus on student achievement, achievement gaps, education research, readiness to learn, standards and accountability, teacher quality, parental involvement, and higher education.



It now seems that there exists a political and private consensus in the United States that the federal government should play an important role in education, though within bounds. The American people have not only accepted an expanded role for the federal government, but also have looked to it to solve the most pressing challenges related to education in this country.

--Steve Sniegowski, OPE, with editing by Jennifer Padgett and Melinda Malico, OCO



COLLEAGUES REMEMBER ED'S FIRST DAYS

In preparing this month's cover story, *Inside ED* talked with a number of current and former employees who were present at the creation of the Department of Education and asked them what they remembered about that momentous time. Here's what they told us.

What I remember most was that we were instructed to keep our last pay stub from HEW to make sure that we had proof of the amount of money that we had stored in our CSRS retirement account.

--Stephanie Briscoe, OVAE

On the day after the Department of Education was established, May 5, 1980, I was working in the Philadelphia regional office. The entire regional staff and invited guests assembled that day for a commemorative event at what now is the Wilma Theater located on South Broad Street. The master of ceremonies was the Philadelphia regional administrator, Robert A. Smallwood. After the Pledge of Allegiance was recited, young grade-school girls came out and danced to Pachelbel's "Canon in D," speeches were made, and a boys' choir sang. Goose bumps were prominent on all of the attendees. We were a department, and we were damn proud of it, too!

--Anthony Gargano, FSA



It was October 1979. Jimmy Carter was in office. During the campaign, he had made a major campaign promise to the National Education Association to create a Cabinet-level department of education and on Oct. 17, 1979, he signed PL 96-88, the Department of Education Organization Act. It was the following month, November 1979, that I began work at the Office of Education as a personnel management specialist. From my perspective, there was a stir in the air that something exciting had just happened. Indeed, shortly after joining the staff of the Office of Education, I learned that we would be transformed into a Cabinet-level department. My colleagues and I worked feverishly on this assignment with great passion as we believed that education would break the "cycle of poverty" for many and provide for sustained economic growth of this great country of ours.

--Chris Fisher, retired

When they were forming the new Education Department, employees were pulled/donated/given (smile) from everywhere in HEW to form the new department. Some offices didn't ask the people if they wanted to come, they just told them, "As of such and such a date, you will report to the Department of Education, so clean your desk out." It was definitely a mixture of employees that made up the new department.

--Delores Horton, OCIO

May 4, 1980 was the day the Department of Education was created as a separate entity from the Department of Health, Education and Welfare. Vice President Walter Mondale came to the building for the opening ceremonies with Secretary Shirley Hufstедler, and he shook hands in the cafeteria with all departmental staff members who wanted to meet him. While other presidents and first ladies, including Barack Obama and Barbara Bush, have visited the department, this was the one and only time that anyone above a Cabinet officer greeted the entire staff.

--Anthony Laing, FSA

There are now 10 regional offices collecting on student loans and in 1980, there were only three (Atlanta Region IV, Chicago Region V, and San Francisco Region IX). My region, Region V, collected \$1,000,000 in 1979, and now our private collection agencies and guaranty agencies are collecting over one billion dollars each year. Back then, we had one CRT terminal, and now we have desktop personal computers, laptops, and BlackBerrys. Back then, I had no gray hair...

--Lorene Bills-Pugh, FSA



I came to HEW as a summer intern in 1977, working with one of the student financial aid programs, the summer before my last year in college. I started working there full-time in June of 1978, as the staff where I had interned wanted me to come back. Whenever I was asked where I worked, I would say, "in the Office of Education, the "E" in HEW (Health, Education, and Welfare)." My father had worked in HEW since 1966, and when Congress and President Carter passed and signed the law separating ED and the Department of Health and Human Services (HHS), my father's assignment was within the secretary's office. Because of where my father was assigned and the creation of the two departments, he became an employee of HHS. So the day the department split, my father and I went from working for the same agency to working for different ones. We quietly observed the history of the change in our lives as well as in the lives of students.

--Joan Madden, FSA



After the formal creation of the Department in May 1980, there was a mad rush to organize by creating an organizational structure while bringing in political appointees to administer it. Most of the people in the new department didn't know what the structure was. I recall being in a meeting to discuss various transition issues, when Michael Bakalis, an associate deputy under secretary for intergovernmental affairs, came into the room, gave a five-minute speech, and quickly departed. My colleague, Jack Kristy of OGC, looked at the rest of us in the room and said, "Who was that masked man?"

--Bruce Monblatt, OM

I found that, with the creation of ED, the clearance of regulations was much more difficult than when regulations were developed under the Office of Education (OE) within HEW. For some reason, there seemed to be many more levels of clearance under the Department than in the past, and it became much harder to get regulations published! Those of us working under OE assumed that it would be easier to get regulations published once we became a department!

--Tom Irvin, retired

The shorthand story about the creation of ED is that the Office of Education was a component of HEW that, one day, became its own cabinet agency. The reality was more complicated. Some major components of the new Department—OCR, NCES, the Rehabilitation Services Administration, and NIE—hadn't been part of HEW. Some of the new staff offices were made up of people from pieces of multiple agencies and offices. Each of the components brought together had its own operating procedures, sometimes its own technologies. People hadn't worked together before. Everyone had to adjust.

--Tom Corwin, OPEPD

I was serving as the HEW Regional Equal Employment Opportunity (EEO) manager in San Francisco from 1972 to 1980, when Jimmy Carter carved the "E" out of HEW on May 4, and my job was transferred over to ED. As ED had no regionalized EEO function, I did special jobs related to setting up organization charts and job functions, serving as ED's representative to the San Francisco EEO Officers' Council where I was elected in the summer of 1980 as



the Federal Executive Board's EEO Officer of the Year.

--Norman Barton, OCR

I started my federal career in 1978, and I worked in the Office of Bilingual Education (OBE), part of the Office of Education in HEW. The establishment of ED was no accident. The field of education, on the whole, was rapidly changing. For example, the category of students labeled as "limited English speaking" gave way to "limited English proficient," based on emerging evidence that speaking a language was one aspect of learning a second language. Because my previous job was as an ESL teacher, I resonated with all of the changes.

--Gil Garcia, IES



There was great enthusiasm at the creation of the new department. I particularly remember one gentleman running down the halls announcing that the change was official! People felt that we would get attention that we weren't getting when we were "just an office." Today, when I look back over that quarter-century, I wonder how everyone would have reacted had they known just how much progress we would make in almost 30 years!

--Phil Rosenfelt, OGC

Raising ED to a department gave both our causes and our individual employees much more visibility and status. However, when President Reagan wanted to abolish the Department, some employees left because of the uncertainty. Many of us stayed and are still here 30 years later. I particularly note that Reagan not only did not abolish our Department, but came to rely on it. It is now our job to provide leadership to the nation on education issues.

--Tom Skelly, Budget

I began work in OE's Region III Office, Philadelphia, in August 1974, where I worked in vocational-technical education, reviewing and approving state plans and the final resolution of audit findings. I and the other regional program officers (RPOs) would trek to Washington, D.C., four times a year to attend RPO meetings held in a dingy and dirty interior conference room in ROB-3. The headquarters staff consisted primarily of program specialists working in home economics, business education, agricultural education, etc. The regional office staff handled the administrative responsibilities and the finances and the headquarters staff handled the program work and information gathering.



The Carter administration decided to recentralize so that the finances would be handled in headquarters. Subsequently, many of the regional office staff moved to D.C. in 1978. I still have a copy of the memorandum dated April 28, 1978, acknowledging my acceptance of a "functional transfer" from Region III to headquarters. We were each allowed a one-week house-hunting trip, and our moving expenses were reimbursed. Those left behind were primarily in FSA, RSA and OCR. The RPOs took their responsibilities with them, so I continued to do basically the same work in D.C. as I had done in Philadelphia. This led to some tension between the RPOs and the HQ staff, as each believed its work to be more important, but over time all was resolved.

--Laura Johns, Office of Education Technology

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Education Policy Briefing Series



Sponsored by the Office of Communications and Outreach

The **Education Policy Briefing Series** is a succession of one-hour briefings that provide Department of Education staff with cutting-edge knowledge on education issues.

The briefings help educate staff about education issues that relate to the goals and work of ED, and provide a forum for staff to interact and share expertise. The briefings often feature outside experts who present sessions on education policy topics that are compelling, timely, and pertinent to the work of all ED employees.

Employees are encouraged to attend the **Education Policy Briefing Series** to hear discussion on

education topics that ED employees deal with regularly. Briefings also present diverse perspectives and issue areas that relate to the Department's work, and also to families and society in general.

In addition to the education policy briefings, occasional general-interest sessions cover topics that have widespread appeal. For example, authors, representatives from local museums and arts venues, and management experts have been featured.

The sessions take place primarily on Thursday mornings at 10 a.m. in LBJ's Barnard Auditorium. They begin with a presentation and end with a question-and-answer period.

Past briefings have covered:

- The Broad Foundation
 - Children's Health, Physical Fitness, Nutrition and Schools, presented by ED and USDA
 - How Games and Simulations Are Enhancing Teaching and Learning
 - Voluntary Public School Choice Programs
 - Early Childhood Development & Literacy
 - New Title I Regulations
 - Family Educational Rights and Privacy Act
 - Media Literacy: The Changing Dynamic of Literacy in the 21st Century
 - Library of Congress Resources Related to Education
 - The Writing Project
 - Early Intervention for Students At Risk: Response to Intervention
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To schedule an **Education Policy Briefing Series** event:

To start the scheduling process, contact the briefings coordinator, Melinda Malico of OCO, at 202-401-1008, or by e-mail at melinda.malico@ed.gov.

To view an **Education Policy Briefing Series** event online:

Employees who cannot attend in person can watch the session live or later on Mediasite, ED's desktop video system; as well as via ED's internal Channel 44 television station. Mediasite can be found on connectED, or at: <http://mediasite.ed.gov/>

The **Education Policy Briefing Series** is produced by Melinda Malico and Jennifer Padgett of the Internal Communications Division of the Office of Communications and Outreach.

The series is created under the direction of Deputy Assistant Secretary for Communications Services John McGrath.

The Internal Communications Team welcomes input for the **Education Policy Briefing Series**. Please send ideas to melinda.malico@ed.gov or jennifer.padgett@ed.gov.



One hour a week is all it takes to help a child learn to love reading and learning. Secretary Duncan has encouraged ED employees to get involved in their communities by volunteering to work with children. The Office of Internal Communications, Office of Communications and Outreach (OCO), oversees two programs that pair Department of Education employees with Washington, D.C. area school children.

Horton's Kids

Horton's Kids is a nonprofit organization that serves more than 200 children living in Anacostia, one of Washington D.C.'s poorest neighborhoods. The students are brought to the Department's LBJ building each week for intensive one-on-one tutoring. Tutors work with K-5 students in a variety of subject areas to help them achieve at grade level and to give them mentors and positive role models as they help to instill a love of learning.

The tutoring takes place in the LBJ cafeteria from 4:00-5:15 p.m. every Wednesday, and employees are eligible for one hour of administrative leave with approval from a supervisor. For some, pairing up with another tutor makes the commitment manageable, tutors may also work as substitutes instead of being assigned to one child.

Many children are waiting to join, so ED and Horton's Kids work together to recruit, hold orientations and train new tutors when there is interest. After orientation, new volunteers may shadow or assist a tutoring pair until they are assigned a student.

Everybody Wins! DC (EW!DC) Power Lunch Program

EW!DC is a nonprofit organization that pairs students from one of 14 Washington, D.C. Title I elementary schools with an adult reading mentor during the lunch hour. EW!DC's Power Lunch program is built on the belief that the single most important activity for building the knowledge required for eventual success in reading is being read to as a child. This experience can bring about profound change in the lives of young students, expose children to literature, give them a positive role model, inspire them to read and make a difference in their lives.

Many Department employees go to Amidon-Bowen Elementary School near the LBJ building to participate in Power Lunch, but there are other schools where employees may participate in the program. Power Lunch is a convenient and flexible program for volunteers, as they choose the day that is most convenient. Volunteers may alternate with another adult and share a child. On-site school coordinators supervise the reading hour and offer needed support. Books are provided.

If you have questions or wish to attend an upcoming orientations, contact Jennifer Padgett about Horton's Kids via e-mail or at (202) 401-1012 or Melinda Malico about EW!DC via e-mail or at (202) 401-1008. Further information about the Education Volunteers Initiative is on connectED at <http://connected.ed.gov/index.cfm?office=evi>. For more information about ED's partners, visit their Web sites, www.hortonskids.org and www.everybodywinsdc.org.

MEDIASITE is Here!

OCIO-EDUCATE is pleased to announce the availability of the Mediasite broadcast system, at <http://mediasite.ed.gov>.

Mediasite is replacing the department's IP-TV system for all department-wide video broadcasts. All-Staff meetings, Education Policy Briefing Series events, auditorium events, and trainings now will be available on your desktop through Mediasite.

Exciting improvements and upgrades in Mediasite include:

- Improved video images
- Simultaneous viewing of a PowerPoint or data presentation and video image
- Advanced PowerPoint and other media presentation capabilities (zoom in/out, magnify, download slides, etc)
- Optional voting and question-and-answer features
- Archival of past broadcasts

How to access Mediasite:

1. From your ED personal computer on the ED network, point your browser to <http://mediasite.ed.gov>
2. Use your ED domain credentials (firstname.lastname) to access the Mediasite homepage.



3. From the homepage, select any of the Live or On Demand broadcasts for viewing.



Please note that the system is ONLY available inside the ED network, and is not available via Citrix.

With questions about Mediasite, please contact **Joseph Collins**, the EDUCATE Multimedia Services Manager, at joseph.collins@ed.gov, or at 202.245.6047.



ED Notebook

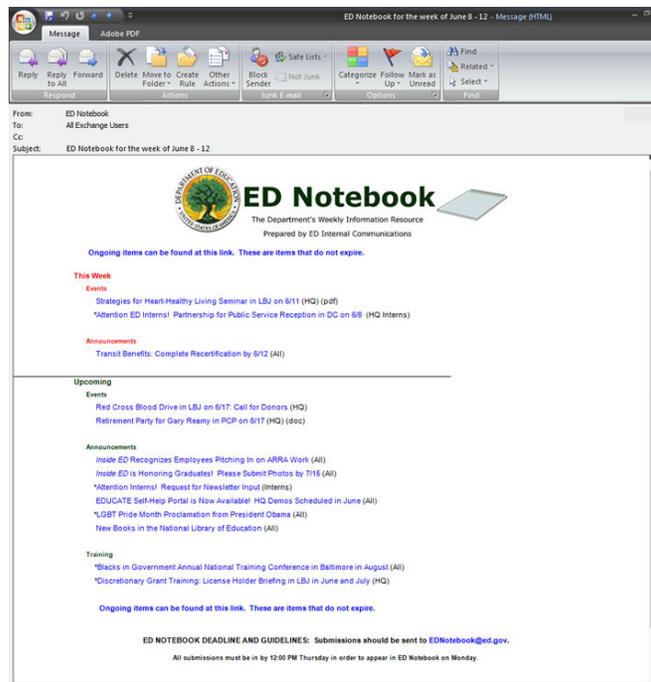
The Department's Weekly Information Resource
Prepared by ED Internal Communications



ED Notebook, The Department's Weekly Information Resource, is a weekly e-mail message used to broadcast information to ED employees. *ED Notebook* is to be used for ED-wide information dissemination, to prevent the practice of sending multiple e-mails to employees.

ED Notebook publishes information about events and announcements that are directly related to employment at ED, or that are sponsored by ED or the federal government.

- *ED Notebook* is delivered by e-mail to all ED employees on the morning of the first day of the work week (usually Monday).
- All *ED Notebook* submissions and communication should be e-mailed to EDNotebook@ed.gov.
- All items appear in *ED Notebook* for a **maximum** of three weeks.
- The deadline for submissions is noon on the Thursday before publication.
- All submissions must include an ED contact, including name and phone number and/or e-mail address.
- *ED Notebook* organizes submissions into three categories: Events, General Announcements, and Training Opportunities.
- The content of *ED Notebook* appears on the front page of ED's internal Web site, connectED.
- *ED Notebook* may be sent as a special edition on an as-needed basis to announce emergencies, such as unexpected weather closings.



ED Notebook is produced by Jennifer Padgett and Melinda Malico under the direction of Deputy Assistant Secretary for Communications Services John McGrath.

The Internal Communications team welcomes input for *ED Notebook*. Please send feedback to EDNotebook@ed.gov.

ED Resource List

These mailing lists and newsletters are resources that disseminate information about ED's policies, activities, and actions. For subscriptions and websites please see each individual entry.



Resource: Press Release List

Purpose: Announcements that seek to draw media attention to important ED-sponsored events and occurrences.

To subscribe: To be added or removed from distribution, contact jim.bradshaw@ed.gov

Website: <http://www.ed.gov/news/pressreleases/latest/index.html>

Delivery Frequency: Varies, but as often as several times per day

Resource: ED Review

Purpose: ED Review is a biweekly update on U.S. Department of Education activities relevant to the Intergovernmental and Corporate community and other stakeholders.

To subscribe: To be added or removed from distribution, contact adam.honeysett@ed.gov.

Website: <http://www.ed.gov/news/newsletters/edreview/index.html>

Delivery Frequency: Biweekly on Fridays

Resource: Clips Bulletin

Purpose: A daily and very comprehensive compilation of education-related articles from newspapers and magazines all over the United States.

To subscribe: view website

Website: www.BulletinNews.com/education

Delivery Frequency: Daily

Resource: Legislative Update

Purpose: A daily compilation of all education-related nominations, bills, and actions on Capitol Hill.

To subscribe: To be added or removed from distribution, contact paul.riddle@ed.gov

Website: none

Delivery Frequency: Daily

Resource: ED Innovator

Purpose: A newsletter discussing promising innovations in education.

To subscribe: <http://www.ed.gov/news/newsletters/innovator/subscription.html>

Website: <http://www.ed.gov/news/newsletters/innovator/index.html>

Delivery Frequency: Monthly

Resource: ED Notebook

Purpose: ED Notebook, The Department's Weekly Information Resource, is a weekly e-mail message used to broadcast information to ED employees. ED Notebook is to be used for ED-wide information dissemination, instead of the practice of sending multiple individual e-mails to employees.

To subscribe: Send any items for inclusion to EDNotebook@ed.gov

Website: <http://connected/>

Delivery Frequency: Weekly on Mondays

Resource: Secretary's Weekly Schedule

Purpose: Publishes public events at which the Secretary will be in attendance

To subscribe: view website

Website: <http://www.ed.gov/news/events/calendars/secschedule.html>

Delivery Frequency: Weekly on Fridays

Resource: Secretary's Speeches

Purpose: Publishes speeches given by the Secretary

To subscribe: view website

Website: <http://www.ed.gov/news/speeches/latest/index.html?src=In>

Delivery Frequency: As delivered

Resource: EDInfo Mailing List

Purpose: EDInfo provides 1-2 email messages a week describing federal teaching and learning resources and ED funding opportunities.

To subscribe: Address email to: listserv@listserv.ed.gov. Write in the message's body: subscribe EDInfo your name (Example: subscribe EDInfo George Washington)

Website: none

Delivery Frequency: 1-2 messages/week

Resource: The Challenge: OSDFS Newsletter

Purpose: The Challenge provides critical information and resources to help schools in creating safe and healthy environments for students. It is a publication of the U.S. Department of Education's Office of Safe and Drug-Free Schools.

To subscribe: <http://thechallenge.org/subscriber/signup3.php>

Website: <http://www.thechallenge.org/>

Delivery Frequency: Quarterly

Resource: PreventionED—OSDFS PREVENTION NEWS BULLETIN

Purpose: Provides an information outlet for the U.S. Department of Education's Office of Safe and Drug-Free Schools Program and is available to the public. The content includes a newsletter, legislation, other Federal Programs grant opportunities.

To subscribe: <http://www.ed.gov/news/newsletters/listserv/preventioned.html>

Website: none

Delivery Frequency: varies

Resource: Touching Base

Purpose: Touching Base is a newsletter for the military community.

To subscribe: <http://www.ed.gov/news/newsletters/touchingbase/index.html>

Website: <http://www.ed.gov/news/newsletters/touchingbase/index.html>

Delivery Frequency: Quarterly

Resource: OVAE Thursday Notes

Purpose: A weekly electronic newsletter published by the Office of Vocational and Adult Education to provide technical assistance to state directors of adult education as well as to practitioners, researchers, education groups and others interested in adult education.

To subscribe: To subscribe, please contact Joe Perez at joseph.perez@ed.gov

Website: <http://www.ed.gov/news/newsletters/thursdaynotes/index.html>

Delivery Frequency: Weekly

Resource: HR Connection

Purpose: To provide timely information to employees and managers regarding all aspects of HR including benefits, employee development, and performance management

To subscribe: View website

Website: <http://connected.ed.gov/index.cfm?navid=1701>

Delivery Frequency: Monthly

Resource: Secretary Duncan's Blog

Purpose: ED uses the blog to keep its readership abreast of important policy changes, ED events and initiatives, and the travels and activities of Secretary Duncan. Secretary Duncan himself posts on the blog and responds to comments from time to time.

To subscribe: Online-only

Website: <http://www.edgovblogs.org/duncan/>

Delivery Frequency: Updated as needed
