

AmeriCorps members have been able to provide service throughout the country to work on projects to tutor children to read and learn and to improve the environment, health services, and community policing. This creative new program is helping to regenerate an ethic of community service in this country, particularly for a generation of young adults who were at risk of becoming further alienated from the powerful societal needs of a sense of community and commitment to those communities. The participants also receive scholarships or loan forgiveness for postsecondary education, in return for their service.

**Work-Study** helps students earn money while they are in school. The President proposed a multi-year plan to increase funding for this valuable federal program by 50 percent by the year 2002, so that 1 million students will be able to attain part-time employment. With strong bipartisan support from the Congress we received an exceptional one-year increase of 35 percent for FY 1997. This increase is substantial enough to allow an increase in the wages for student workers, an expansion of traditional work study opportunities, and, perhaps most important, to expand higher education's commitment to community service activities. To this end, the President has challenged the higher education community to use one-half of the college work study increase for community service, including to tutor young children in reading. Indeed, the Secretary of Education has issued regulations to waive the match for those who use work-study funds to help tutor young children to read.

**Presidential Honors Scholarship.** We propose a Presidential Honors Scholarship that further emphasizes the importance of student achievement. This program would award one-year, \$1,000 scholarships to the top 5 percent of graduating high school students in every high school in the nation. We need to send a message to every high school in America that we are serious about excellence.

\* \* \*

**Reducing Fraud and Abuse.** The Administration has made aggressive accountability and oversight efforts to remove ineffective schools from the student financial aid programs, both protecting students and ensuring accountability for taxpayer funds. The U.S. Department of Education's efforts, along with new statutory controls and lender and guarantor efforts, have cut the student loan default rate by more than *one-half*, from 22.4 percent for the FY90 cohort to 10.7 percent for the FY94 cohort. About 700 institutions have been eliminated from eligibility to participate in the federal student assistance programs, in an effort to assure that students benefitting from these valuable programs receive a good education as well. At the same time, the U.S. Department of Education has reduced the administrative burden on participating institutions by streamlining our regulations and by reengineering our administrative processes to make them less intrusive and more effective.

*A call to parents, schools, colleges and universities to help students take advantage of these expanded options.*

Although the federal government can expand options for paying for college, it will be up to students, parents, families, communities, colleges and universities, and states to make them work.

- **Students** must work hard, play by the rules, and assume responsibility for obtaining the education they will need to get a job and succeed in life.
- **Parents** must make sure their children have the classes they need to get into college and take advantage of the savings afforded by the tax policies to help support their children once there.
- **Schools** can make sure students (as early as in middle school) and their families understand the options available for paying for college and make sure students take the classes and obtain the skills they need to enroll and succeed in college.
- **Colleges and universities** must contain costs of postsecondary education to assure that the benefits of these increases in federal support accrue to the intended beneficiaries—students and their families.
- **States** can build on the HOPE Scholarship plan by making scholarships available for four years of college for students who maintain a B average.

## LIFELONG LEARNING

### *A G.I. Bill for America's Workers*

A centerpiece of President Clinton's G.I. Bill for America's Workers has been our proposal to fundamentally reform the current federal job-training system. We have proposed consolidating at least 70 separate job training programs, replacing them with an integrated system that minimizes red tape and maximizes individual choice in each local community. Unemployed workers and workers in transition from one job to another would receive Skill Grants of up to \$3,000 to use as they choose to learn new skills to find new and better jobs.

We would provide these workers access -- through computerized networks open to all and One-Stop Career Centers already operating in many states -- to reliable information on jobs, careers, skill sets required for those jobs, and the success records of various training institutions, so that they can make informed choices about how best to improve their futures.

For our youth, federal education, training, and employment programs will be reshaped to support the community-based school-to-work activities that have evolved in response to the innovative School-to-Work initiative we began in 1994. These programs enable high schools, colleges, and the private sector to offer all youth academically rigorous school- and work-based learning opportunities and so that all youth graduate with the skills and habits of mind to benefit from college education, lifelong learning, and rewarding careers.

### *Preparing Academically for College*

To get ahead and navigate these changing times, our middle and high school students today need to be preparing to go to at least two years of college and probably go back to college, postsecondary training programs, and universities, several more times in their lifetime to continually upgrade their skills and knowledge. That means our elementary and secondary schools need to raise their standards for promotion and graduation. They need to make mastering the basics universal and strengthen all of their core subjects from science to American history and from the arts to foreign languages. Students can get on the path to college by mastering successfully not only basic math but the essentials of algebra and geometry by the eighth grade. High schools need to eliminate their general track and replace it with advance placement and tech-prep classes. Students need to be preparing for college courses. That's why the President in his 1998 budget is supporting expansion of advanced placement courses, raising standards for students, teachers and schools and continuing support for tech-prep.

The **School-to-Work Opportunities Act**, signed by President Clinton in 1994, also creates a pathway for many young people who cannot see the relevance of what they're doing in the classrooms to the world of work and thus get bored and tune out. When the barrier between

academic learning and vocational education is broken, when work-based learning and school-based learning are linked, these students not only stay in school, but they become engaged in learning and do better and continue on to college.

Students at the **Oakland Health and Bioscience Academy in Oakland, California** learn all aspects of the health care industry. Their knowledge of health care includes planning, management, finance, technical and production skills, technology, labor issues, community issues, safety, and environmental issues. They gain this broad understanding through a variety of learning experiences and teaching techniques. Interactive career explorations and a 200-hour hospital internship in the 11th and 12th grades expose them to the business, administrative, and clinical departments of a health care facility. Students also create work-based learning portfolios, which include reflective journal entries and works samples keyed to health career standards. Projects offer an opportunity to explore different aspects of health care and their relationship. Projects may simulate the decision-making processes of a health care provider—for example, reading a case study of a lead-poisoned child, interpreting the results of lab tests, and creating a medical management plan. Student teams may explore health care delivery systems by planning a school-based clinic, and operating a student-run health education center.

All 50 states have received grants under School-to-Work to plan comprehensive training and education and apprenticeship systems. By late 1996, 37 states had made sufficient progress in their planning efforts to receive 5-year grants for implementing their plans. Over 500,000 young people in 1,800 schools throughout the nation are participating in school-to-work systems that integrate academic and vocational instruction and provide work-based learning, preparing them for one to two years of college or more and careers. Over 135,000 employers have been involved in these efforts.

The support of the business community and state and local governments is essential to maintain local and state school-to-work systems that will help ensure a pathway to the middle class for most Americans.

## TECHNOLOGICAL LITERACY

Just as 100 years ago the nation struggled with the transition from an agrarian to an industrial economy, today we confront the transition from an industrial to a global, technological economy. Technology — the World Wide Web, computer-aided design, word processing, data processing, electronic transfers — has become an engine of our economic growth and has fundamentally changed the ways we learn, how we do business, and the skills students in America need to flourish in the world of work. States, communities, business, families and teachers need to ensure that by the dawn of the next century every classroom in America is connected to the information superhighway with high-quality computers, creative software, and well-trained teachers.

Today, technological literacy—computer skills and the ability to use computers and other technology to improve learning, productivity and performance—is a new basic that our students must master. Preparing our children for a lifetime of computer use is now just as essential as teaching them to read and write and do math. Every major U.S. industry has begun to rely heavily on computers and telecommunications to do its work.

Technology also enriches education. Children with access to computers and trained teachers can learn faster and learn better. In some cases, scores on standardized tests of basic skills for children taught with computers rise by 10 to 15 percent compared to the scores of those taught using conventional instruction. With computers, students can learn at their own pace and practice as much as they need to. For students with disabilities, technology such as word processing and speech recognition can give them the tools they need to participate fully in challenging academic courses. Children master basic skills in 30 percent less time than would normally have been the case. Using technology, quality software and good teachers, students can also learn differently. For example, instead of reading about the human circulatory system in a book and seeing textbook pictures, students can use technology to see blood moving through veins and arteries, watch the process of oxygen entering the bloodstream, and experiment to understand the effects of cholesterol on blood flow, gaining a better understanding of these processes.

Despite the importance and promise of technology, America's schools are not yet prepared for the technological era. About half of all teachers have little or no experience at all with technology in the classroom. Only 4 percent of schools have a computer for every five students—a ratio that allows regular use by each student. Only 9 percent of classrooms have connections to the Internet.

The goal we have presented cannot be set and cannot be achieved unless we all work together. It can only be met with communities, businesses, governments, teachers, parents and students all joining together—in a sense, a high-tech barn-raising.

### Technology in Support of Reform

A partnership between the Union City, N.J. school district and Atlantic Bell turned around a failing middle school. Christopher Columbus Middle School demonstrates how technology can improve student performance. Every classroom has several computers and students and teachers have computers at home so that they — and parents — can communicate with each other, get assignments and do homework. As a result of intensive use of technology, reading, math and writing scores are up significantly. Moreover, the school, which had a high absenteeism rate, now has the best attendance record in the district.

Beginning in 1995, President Clinton challenged the nation's parents, teachers, government, community, and business leaders to work together to ensure that all children in America are technologically literate by the dawn of the 21<sup>st</sup> century—equipped with the communication, math, science, and critical thinking skills essential for the 21st-century economy. He established the four pillars of his technology literacy agenda:

1. Connect every school and classroom in America to the information superhighway;
2. Provide access to modern computers for all teachers and students;
3. Develop effective and engaging software and on-line learning resources as an integral part of the school curriculum; and
4. Provide all teachers the training and support they need to help students learn through computers and the information superhighway.

The response to the President's challenge was immediate and came from all parts of the American community. While much remains to be done, an enormous amount has already been accomplished and steady progress continues to be made.

**The Private Sector Response.** CEO's of some of the nation's largest and most innovative technology and telecommunication companies have responded to the President's challenge by contributing resources and energy to work in partnership with schools and communities in meeting all four of the President's goals.

In October, the President announced the U.S. Tech Corp, a volunteer organization which enables high-tech workers from the private sector to assist teachers and schools to put the information age at the fingertips of their students.

**America's Technology Literacy Challenge.** In his 1996 State of the Union Address, President Clinton asked Congress to fund a \$2 billion, five-year Technology Literacy Challenge designed to catalyze state, local, and private sector partnerships in each state to achieve the four educational technology goals and to spur substantial additional private, state and local investment in education technology. Congress supported the President's request for first-year funding and

appropriated \$200 million for grants to states to launch this challenge. States will develop a strategy for using the funds to achieve the President's four goals and for ensuring that no students—especially students in low-income areas and students with special needs—are left behind. The Challenge builds on the Secretary of Education's National Plan, *Getting America's Students Ready for the 21st Century, Meeting the Technology Literacy Challenge*. The President's FY 1998 Budget calls for more than double funding to \$425 million.

**The Global Learning and Observations to Benefit the Environment (GLOBE) program** is a national and international hands-on environmental science and educational program that officially started on Earth Day 1995. GLOBE uses scientific instruments and state-of-the-art technology to make science relevant to today's K-12 students. Through GLOBE, students conduct an array of measurements and observations at their schools and share their data via the Internet with other students and scientists around the world to detail an environmental picture of the globe. Vice President Al Gore articulated his vision of the GLOBE program in his book, *Earth in Balance*. He proposed a program "involving as many countries as possible that will use school teachers and their students to monitor the entire earth..."

**The Technology Innovation Challenge Grants.** This component of the technology literacy challenge invites school systems, colleges, universities, and private businesses to form partnerships to develop creative new ways to use technology for learning. These local innovation grants focus on integrating innovative learning technologies to improve teaching and learning. Each federal dollar is matched by more than 3 to 1 by local and private funds. The 19 consortia funded in FY95 out of 500 proposals are reaching schools with 1.2 million students and involve partnerships with businesses, museums, libraries, and parks in school systems around the nation. An additional 24 partnerships funded in FY96 will allow 24 school districts to work in partnership with a total of 153 other school districts and 130 businesses in 34 states. Another \$57 million will be available for the program in FY97 to support a third round of grants and FY98 will call for \$75 million -- a more than 30% increase.

**Universal and Affordable Access to Advanced Telecommunications.** President Clinton signed into law the Telecommunications Act of 1996 which ensures that all U.S. schools, libraries, hospitals, and clinics have affordable access to advanced telecommunications services. The President called on the Federal Communications Commission's regulators to ensure that every school and library has access to the information superhighway and in November 1996, the Federal/State Joint Board on Universal Service unanimously recommended that schools and libraries receive discounts for telecommunications services, Internet access, and internal connections. If approved by the FCC, the average discount would be about 60 percent, and one-third of all schools and libraries will receive discounts of 80 to 90 percent.

**NetDays.** The President and Vice President launched an historic effort to mobilize communities of volunteers to connect classrooms to the Internet. As a result, on March 9, 1996, the President and Vice President and more than 20,000 volunteers laid 6 million feet of cable connecting thousands of California schools with the technology needed to link classrooms, libraries, and laboratories to the information superhighway. This effort sparked an enormous response around the nation and in the fall of 1996 over 40 states organized and participated in NetDays, wiring over 25,000 schools, using over 250,000 volunteers. More NetDays are scheduled for this year.

**21st Century Teachers.** The new technology cannot make much of an impact on learning unless teachers help find creative new ways to exploit its power and make the new tools an integral part of their teaching. The teachers, and the organizations that support teachers, all stepped forward earlier this year to work together to meet the President's challenge. The National School Boards Association, the National PTA, the National Education Association, the American Federation of Teachers, and many other business and professional organizations have launched this initiative to recruit thousands of teacher volunteers who will improve their own understanding of how to use education technology and share their expertise with at least five of their peers during the coming school year.



Tab K

## **ARKANSAS SINGLE PARENT SCHOLARSHIP FUND**

### **Background**

As you know, the Single Parent Scholarship Fund was established in 1990 in Arkansas to assist the high number of poor single parents in the state complete their higher education in preparation for skilled, professional employment. Modeled on successful scholarship funds that had been operating in northwest Arkansas and run by two community action agencies.

The Fund works at the county level to organize affiliate funds to be operated by local residents. To date, 44 affiliates participate in the Fund with the goal of eventually operating in all 75 counties across the state. ASPSF offers \$1,000 seed grants in some counties and up to \$3,000 in annual matching grants to affiliates.

### ***Accomplishments to date***

- The Arkansas Single Parent Scholarship Fund has provided 3,145 scholarships worth over \$1.25 million to date.
- In 1996 alone, 579 scholarships were awarded worth a total of \$243,709.
- The program has grown to 44 affiliate counties throughout the state.
- The Scholarship Fund boasts a 75 percent retention and graduation success rate
- Among graduates, 72 percent are employed at higher than poverty level income
- As of February 19, 1997, \$249,856 in direct contributions and pledges toward the Jones Charitable Trust endowment challenge grant had been raised.

### ***Who are Recipients?***

A great majority (99%) of applicants are women. When applying for a scholarship, ASPSF provides supportive counseling and referral/resource information on financial aid as well as social services available -- childcare, housing, healthcare, and other needed services. Money is provided to fill in what other programs and services do not cover. While most women use the money to pay for child care and transportation, others put it toward items such as appropriate clothes for an interview, new tires, car insurance, as well as tuition and books. The Fund operates on the assumption that the applicants know best how to use the money responsibly.

### ***How it works***

To be eligible, applicants must be a single parent with custodial care of children under the age of 18, have a high school diploma or GED, are a resident of the county they are applying to, and have been admitted to an institution of higher learning -- a vocational school, two-year or four-year college -- and must be enrolled in a career oriented field of study. There is also an income requirement that applicant be at or near poverty level according to federal standards.

Awarded by semester, recipients can reapply each semester provided they are still in school and making progress toward a diploma. Each of the 46 county affiliates determine eligibility requirements for their county. Annual follow-up is provided on scholarship recipients.

### ***Funding***

As a private, nonprofit 501 (c) (3) corporation, ASPSF receives the majority of funds from private sources. A small amount is provided through the Arkansas Office of Community Services (6 percent) via the Federal Community Services Block Grant, all of which is used for their operating budget. Seventy-five percent of all dollars awarded are derived from contributions made by local businesses, civic organizations, churches, foundations and individuals.

### ***Reception and Dinner***

On Tuesday, March 11, you will attend a reception and dinner to benefit the Arkansas Single Parent Scholarship Fund. You will deliver remarks at the dinner, which will feature testimonials from past and current scholarship recipients, and will also recognize Bernice Jones and Helen Walton for their support of the Fund. Diane Blair will introduce you. Anne Jansen, a Little Rock television news anchor, will serve as emcee of the event, and past scholarship recipient Yvonne King will perform an inspirational song. Prior to the dinner you will attend a reception with approximately 125 people.

The Harvey and Bernice Jones Charitable Trust awarded a \$500,000 endowment challenge grant to the Scholarship Fund, and proceeds from the dinner will help to match that award. Approximately \$250,000 in matching funds has been raised thus far.

## Helping single parents obtain an education

By **AMANDA SHOVER**

*Times Staff Writer*

Since 1990, three-fourths of Arkansas Single Parent Scholarship recipients have graduated from a college or technical school and are working.

Jayne Foster, a 37-year-old single parent, is well on her way.

Foster has three children, 9, 4 and 16 months, living with her in Springdale. Her three oldest children live with their father in Dallas.

From 8 a.m. to 3 p.m. each day, she takes classes in architectural and computer-aided drafting at Northwest Technical Institute. She then makes her way home, prepares dinner, spends quality time with her children and deals with the everyday mishaps and chores.

By the time she has done all these things and helped her children to bed, she has time for her homework.

There is little time for oneself as a single parent, Foster said.

"It's a struggle sometimes

because I have to do it all by myself," she said. "The hardest part is just the overall being alone and having to make everything work."

Although being a single parent is a tough job, Foster is doing quite well. She is making As and has a chance at a job training program with Kawneer Company Inc., a commercial window and door company.

The Arkansas Single Parent Scholarship Fund has helped tremendously by providing two \$500 scholarships, Foster said.

"I'm able to stay home with my kids and take care of them," she said. "If I had to work part-time, I would have to pay a lot in child care."

To help more single parents like Foster, the fund will host a reception and dinner with First Lady Hillary Rodham Clinton Tuesday at Excelsior Hotel in Little Rock. The reception will start at 6 p.m., followed by dinner at 7 p.m.

Clinton, the fund's founding president, will speak on the status of women and children in America

during the dinner. In addition, five current and former scholarship recipients will talk about how their scholarships have made a difference, Ralph Nesson, the fund's director, said.

Fund supporters Bernice Jones and Helen Walton will also be recognized during the dinner.

The public is invited to attend. Tickets are \$125 for the dinner only and \$500 for the reception and dinner. Reservations can be made by calling 927-1402.

Proceeds from the event will go toward matching a \$500,000 challenge grant from the Harvey and Bernice Jones Charitable Trust, Nesson said. The non-profit group has already made it half-way by raising \$250,000.

Since 1990, the scholarship fund has provided 3,145 scholarships in Arkansas worth \$1.2 million, Nesson said.

"We'll support students for as long as they are in school and if they show need and are making progress toward a diploma," he said.

# First lady due in LR for charity

Hillary Rodham Clinton will help raise cash for scholarship fund

BY TERRY LEMONS  
ARKANSAS DEMOCRAT-GAZETTE

## Washington notebook

WASHINGTON — First lady Hillary Rodham Clinton will return to Little Rock this month to raise money for a scholarship fund she helped start.

The first lady will appear at the March 11 fund-raiser for the Arkansas Single Parent Scholarship Fund, which distributes college scholarships to impoverished single parents throughout the state.

Clinton joined the group in 1989 and served as the fund's founding president, said Ralph Nesson, director of the Springdale-based organization.

Her return appearance before the group will help raise money for a \$1 million scholarship endowment project. The Harvey and Bernice Jones Charitable Trust, named after the founding family of Northwest Arkansas' Jones Truck Lines, awarded a \$500,000 challenge grant to the scholarship fund in 1993. Nesson said the first lady's appearance will help match the grant.

Tickets to the 7 p.m. dinner at Arkansas' Excelsior Hotel will cost \$125, which includes a speech by the first lady on the status of women and children in America. For \$500, participants get a ticket to the dinner and a reception with Clinton beforehand.

Since its inception, the scholarship fund has distributed 3,145 scholarships worth \$1.2 million.

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# Mother of 8 a success story in scholarship program

BY MICHAEL WHITELEY

Democrat-Gazette Fayetteville Bureau

FAYETTEVILLE — When her husband's drinking ended Paula Friar's marriage in California, she landed at her brother's home in Fayetteville. She had eight children, no child support, no car, no job and no prospects.

The Ozarks seemed a foreign land to the Indiana woman and her kids, who ranged in age from 2 to 17. The Friar family became a notch on the state welfare rolls, but she was determined to remedy that and more.

"It wasn't just leaving my husband and the kinds of things we had to put up with, living with him," she said. "Coming from California to Arkansas, there were a lot of changes taking place. It was really hard dealing with teen-

agers and not having baby sitters. I couldn't have done it without help."

Friar's church got her a car. And a social worker sent her to the state headquarters of the Arkansas Single-Parent Scholarship Fund, which awarded her \$500 per semester scholarships and tapped a network of other financial aid and scholarship programs.

Friar, and University of Arkansas graduates Deborah Rephan and Holly Bautts Kidd are three of the success stories of a Fayetteville- and Bentonville-based program that has awarded 2,281 scholarships in 41 counties in Arkansas during its first six years. The fund topped the million dollar mark in January, reporting a total of \$1.04 million.

The scholarships, which began at \$300 a semester, now provide a maximum of \$500 for the fall and winter semesters and up to \$250 for summer. Most have gone to single mothers. By requirement, the awards have gone to poor parents working on undergraduate degrees.

The car given to Friar surrendered to wear and tear during her daily trips from Fayetteville to the Northwest Arkansas Community College. But Friar logged only one "B" en route to becoming an otherwise straight-A student.

Now 43, she's a respiratory therapist at Washington Regional Medical Center, and the crushing mix of college and kids is behind her. She says the scholarship

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Deborah Rephan is one of many helped by the Single-Parent Scholarship Fund.

3/8/96

# Scholarship

• Continued from Page 1B

money helped her handle the big bills, such as car insurance and dental work.

"This is not like helping with food, which is necessary. But with this, there's an end to it," she said. "Nobody wants to sit around and collect a check."

Ralph H. Nesson, director of the scholarship fund, said three of every four recipients are either in school or have graduated from a community college or university. He points out that less than half the freshmen enrolled at the University of Arkansas make it to graduation.

"They're older. They're determined, and in some cases they know this is their last chance," Nesson said of his program participants. "(Friar) may not be making millions of dollars. But there is somebody who really could have decided to give up."

A former Comprehensive Employment and Training Act worker from San Francisco, Nesson calls what he does "educational barnstorming." He stormed his first intellectual barns in Arkansas by running a free college in Russellville in the 1970s.

Nesson took a job at the Washington County Equal Opportunity

Agency in 1979 and became its director in 1985. Frustrated by a void in financial aid information offered by colleges and universities, he went to Marjorie Wolfe, who was running a program to help single parents in Benton County. She told him she'd set up vocational training for single mothers in Bentonville.

They tapped churches, college professional groups and the League of Women Voters to set up a scholarship program in the two counties in 1984.

With a \$50,000 grant from the Harvey and Bernice Jones Charitable Trust, the fund went statewide in 1990 and named Hillary Rodham Clinton as its first board president. It began to operate through a variety of schools, colleges and help agencies throughout most of Arkansas.

Bernice Jones, the widow of Jones Truck Lines founder Harvey Jones, upped the stakes in 1994 by donating another \$500,000 for a permanent endowment. She's given the Nesson until 2000 to match the donation and promised the organization space for a new headquarters in an old Jones truck shop in Springdale that's being used as a center for social service agencies beginning July 15. Nesson said he's raised \$180,000 so far.

The initial gifts went to recipi-

*"I knew I didn't want to be a waitress for the rest of my life, so I bit the bullet and dived right in. I did everything I could to find financial aid."*

— Deborah Rephan

ents studying for jobs in fields traditionally assigned to women, such as nursing. But that changed.

Rephan supported her son, Jacob, by working as a waitress in Fayetteville before she graduated Phi Beta Kappa from the UA's English program in 1993.

"I knew I didn't want to be a waitress for the rest of my life, so I bit the bullet and dived right in," she said. "I did everything I could to find financial aid."

She said the University of Arkansas offered a few scholarships but was "of very little help" in offering other suggestions for public help. She got scholarships from the fund. But she also got tips on getting federal rent subsidies, food stamps and other support.

The 44-year-old mother now mediates disputes between national health-care providers and

credit card holders at Dent-A-Med Inc. in Fayetteville.

Bautts Kidd had put one husband through college when her six-year marriage ended in Rogers. She and her young son, Brandon, lived in a mobile home and she worked as a secretary for a year after the divorce. But her aptitude and her dreams were in engineering.

With a scholarship from the Bentonville program, she began commuting and moved to Fayetteville. She promised Brandon a computer and dogs at the end of the work-study tunnel. She seldom saw him.

After three years, Kidd graduated with honors from the University of Arkansas' engineering program, and she is working as an engineer for the Texas Department of Transportation while her new husband attends graduate school at Texas Tech. There's a home computer and two dogs in their backyard.

"The hardest part was the guilt. I went to Brandon's first parent-teacher conference and I talked to his teacher about the guilt," Kidd said. "She said, 'Holly, you can't quit. You have to finish. He comes to school and there's not a day that goes by that he doesn't brag about his mother who's going to be an engineer.'"



Tony Pitts/Gazette Staff

**SCHOLARSHIP MOM:** Catherine Webb, a junior at Philander Smith College, sits with her children behind her. They are (from left) Micah, 9, Cameron, 14, Bianca (Micah's twin), 9, and Terri, 13.

## Scholarship program helps single parents succeed in college

By Phoebe Wall Howard  
Gazette Staff

People used to stare at Vicki Gill when she paid for groceries with food stamps. As a public housing resident, she had depended on welfare to support her two little boys.

Now, her life is a lot different.

Gill, a registered nurse at Siloam Springs Memorial Hospital, used an education from the University of Arkansas at Fayetteville to sidestep a future of economic dependency.

Three years after a divorce thrust her into financial hardship, Gill is economically independent. But getting there wasn't easy.

She qualified for federal grants, but that only paid for school.

And, as a single parent, someone had to care for her children — especially after her oldest son, who was 5 at the time, was diagnosed with a degenerative disease that affected his hip.

Help came from an organization, which has sprouted in 21 counties statewide, that gave Gill \$500 to keep her other son, age 10 months, in day care for a semester.

That organization, called the Arkansas Single Parent Scholarship Fund Program, awards low-income college-bound single parents between \$100 and \$500 per school term in an effort to get Arkansans off the

See SCHOLARSHIP/11A

7/21/91



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apply for

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Everyone from Arkla Inc. to the

Parents throughout the state are applying for the school.

■ Those wanting information about other area programs, qualifications, or possibly starting an area program can call Ralph Nesson at the Fayetteville number.

Jane Overall chairman of...

Bennett added, "A lot of single parents want to get out of the rut they're in and do better. No one wants to live at the poverty level."

# Single Parent Scholarship Program Expands Statewide

Gina King

NEWS Staff Writer

It started out in Washington County as a project to help single parents get ahead in life. Today, the Single Parent Scholarship Fund Program, that has been so successful in Northwest Arkansas, is statewide.

Ralph Nesson, director of the Arkansas Single Parent Scholarship Fund Program, explained that in 1983 the program began in Washington County and a year later expanded to Benton County. The goal of the program is to assist poor single parents to complete their education in preparation for professional, well-paying employment.

As Nesson explains, the strategy in raising funds for the scholarships is to work at the county level to organize community scholarship funds operated by local residents. For each dollar raised for the fund at the community level, the program offers up to \$3,000 in annual matching grants.

Nesson's job is to work with individual counties and organizations to

provide on-site training in setting eligibility criteria, generating publicity, selecting recipients of the scholarships and fundraising.

Nesson got the idea for the scholarship program back in 1984 when he conducted a survey on what would best help the area's poor. The response was to educate and train.

"What we're offering is a financial choice," Nelson explained. "The community is behind this. By contributing to the fund, you're making an investment in a person's life."

About a year and a half ago, Nesson, who at the time was director of the Washington County Equal Opportunity Agency, went to First Lady Hillary Clinton and told her that he saw no reason why the program couldn't be adapted to the rest of Arkansas. She agreed and the statewide program was born.

Nesson stepped down as the EOA director to become the statewide director of the program a year ago.

Once the statewide program idea was started, Nesson had to find

money for the scholarships. He went to the Harvey and Berniece Jones Foundation as well as the Walton Foundation and got the help he needed. Both foundations initially granted the program \$50,000.

After the first year, Nesson asked for continual support. The Jones Foundation awarded the program a grant of \$150,000 to cover a three-year period. The Walton Foundation gave \$31,500 for the next two years and the Tyson Foundation gave \$21,000 for the next three years. The program's fund now has a matching grant pool of \$50,000 for each year to cover the next three years.

Already there has been some indications the program is working in the state. Chicot County recently collected its first \$500 in donated funds for its program. Since this past February, 17 locally controlled community scholarships have been created. Of those 17, eight counties have already awarded scholarships.

Nesson recently received a letter from a woman who thanked the scholarship program for helping her at a time when she felt as if she were at loose ends. Newly divorced and a mother, she wanted to get off public assistance but even with work, she couldn't afford childcare.

With the help of the single parent scholarship program, the woman was able to go back to school and today is a registered nurse. She no longer receives public assistance and is working full time at a Northwest Arkansas hospital.

Nesson is optimistic about the program's future. A 21-member board of directors, headed by Hillary Clinton and representing all racial and economic groups within Arkansas, has been formed to oversee the policy's of the program. They hope to incorporate the program and obtain non-profit, tax-exempt status. Until that time, the program will remain under the auspices of the Economic Opportunity Agency in Washington County.

To be eligible for the scholarship, a single parent must have an income...

## DPC&E Fines Landfill

Nancy Woodard

Special to The NEWS

**ROGERS** — The state Department of Pollution Control and Ecology ordered a Rogers waste facility Friday to pay nearly three-quarters of a million dollars for over-packing a landfill. Fulton Sanitation Service must pay \$703,267 for the landfill overfill, plus \$5,000 for receiving unauthorized waste.

The violations relate to the company's landfill near Avoca which is allegedly overpacked by 301,200 cubic yards.

Besides the violation costs, the company must also pay to clean up any contamination it has caused.

Fulton must file a written response to the violations within 20 days. If not, the allegations will be deemed proven and the company will be required to pay the fines and prepare a clean-up plan within 30 days.

"It will cost a lot to clean it up," said Larry Wilson, DPC&E deputy director. He estimated the cost at anywhere from \$100,000 to over a \$1 million.

On May 18, a DPC&E inspector found chicken parts among other organic garbage at the site, according to Wilson.

Fulton must present a plan within 30 days to address the violations. The firm is required to hire qualified consultants — who must be DPC&E approved — to perform a hydrogeological investigation, among other tests to determine the amount of contamination.

"They will investigate over-packing of the landfill."

gone. ... will determine where the contaminants have

The DPC&E doc states, "Water samples collected by ADPC&E personnel from springs near the landfill indicate the landfill is having an effect on local groundwater quality."

A final cap design for the landfill must also be included in the com-

Both said.

1990

... the poverty level. The scholarship money can be for child gasoline, books or tuition and the parent must be enrolled in an accredited institution of higher education.

Nesson explained that recent wel-

# Scholarships helping many single parents

8/14/89

By Stephen Steed  
GAZETTE FAYETTEVILLE BUREAU

FAYETTEVILLE — Hundreds of single parents, primarily women, are improving their lives with the help of two scholarship programs in Washington and Benton counties.

Take, for instance, Victoria Ford of Lowell.

Ford, 50, is the mother of two sons, Scott, 13, and Stephen, 26, an Army paratrooper. She graduated from high school in 1956, has been married three times and has worked as a legal secretary for most of her adult life.

"It came time to decide the future, and Scott was the most positive influence in my life," she said. The choices were to continue working and maintaining a steady income or getting an education without a steady income. That means cutting back on spending money on non-essentials.

"Scott is selecting clothes and food over VCRs and Nintendo games," she said.

Ford, after entering college in 1985 for the first time in her life, is a bachelor's degree in five combined majors — philosophy, English, Latin American studies, Spanish, and political science — from the University of Arkansas at Fayetteville. She is within two years of getting a law degree and a few months of obtaining a teaching certificate in Spanish and English.

Ford in 1985 received her first single-parent scholarship, for

\$200, and used it for car expenses and child care. She received more scholarships during her education, but recently withdrew from the program "to let someone else have it."

"I absolutely couldn't have made it without that scholarship," Ford said.

## 2 counties offer program

Benton and Washington counties are the only ones in the state with such programs, although efforts are being made to expand them.

The first program was started in 1983 in Washington County by the Washington County Economic Opportunity Agency. Another separate but similar program was established in Benton County a year later by that county's Office of Human Concerns.

The money for the scholarships comes from donations. No federal, state or local government money is used.

Some recipients attend UAF; others select John Brown University in Siloam Springs; a vocational-technical school; a trade school; or the Rogers branch of North Arkansas Community College.

The program was established after the recognition of the "feminization of poverty," said Bruce Cully, a Washington County EOA official. "We kept finding more and more women well under the federal poverty level.

"Especially hard hit are the divorcees because — wham! — their husbands leave and they are left with nothing," he said. "All they

can get is minimum wage jobs. ...

"Obviously a scholarship for \$300 or \$500 isn't going to put anyone through any sort of school, but the money can help put them in the direction they want to go."

Bill Brown, finance chairman of the Benton County campaign, calls the program unique.

"The student has the option of choosing how to spend it," Brown said. "They can get Pell Grants and other aid, but what happens if the transmission on their car is dead or they can't afford child care or utilities?"

Brown said 44 of the \$400 scholarships are available in Benton County next semester, an all-time high primarily because of a \$10,000 challenge donation from the Walton Foundation if donors in Benton County could raise \$20,000. They did.

## Fayetteville, Siloam Springs

Other people who have been helped by the scholarship programs:

★ Nancy Seward, 33, of Fayetteville is now on the Washington County EOA board that determines scholarship recipients. Seward arrived in Fayetteville "with \$50, two kids, no job or even the skills to get one." She'd left a bad marriage behind in Florida.

She has since remarried and is within a year of getting a degree in social work.

The scholarship, though only for a couple hundred dollars, "gave me a second wind to keep my family going. It reminds me that



Nancy Seward, with daughters Jaynie and Alisa, say

people cared and I really needed to know that." The money was used to buy brakes for her old car, shoes for the kids, and books for classes.

★ Gale Nordeck, 32, of Siloam Springs, twice married and twice divorced with a 9-year-old daughter, was barely making ends meet when she enrolled last fall at John Brown University.

me because I didn't have a degree," Nordeck, a sophomore office administration, said.

She received \$400 last fall and is hoping for another scholarship this year. "It doesn't sound like a lot in my case, it was," she said.

Ralph Nesson, EOA director for Washington County, said: "It's a give-away program; we're investing in people's lives." said 85 percent of 120 Washington County recipients the last year are still in school and have graduated and found jobs.



—Staff Photo by Stephen Steed

the program gave her a second wind.

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In spring 1984, the program's first semester of operation, eight \$300 scholarships were awarded. With the help of a \$50,000 endowment, thirty \$500 scholarships probably will be awarded this fall.

Though students are encouraged to do well, the academic success isn't the main factor, Nesson said.

"It's all about self-confidence," he said.

To be eligible, one must be a single parent and be below the national poverty level of \$12,100 for a family of four, or \$8,620 for a family of two.

# Sing e parents get help fro... Economic Opportunity Ager

By KAY B. HALL  
Times Lifestyles Writer

EOA-administered funds have helped 330 Washington County single parents complete schooling or prepare for careers since 1953.

Northwest Arkansas Times, Sun., Dec. 22, 1991  
FAYETTEVILLE, ARKANSAS

Ralph Nesson, who runs the model Economics Opportunity Agency program when it functions as trustee of the Single Parent Vocational Scholarship Fund in Washington County. Since that County has a program.

he ty n, a-h-in m  
other Arkansas counties are considering a similar program. Currently, 47 applicants want scholarships for the January semester. Two of the applicants were 39-year-old Deborah "Khalisa" Kitz, single mother of a son and daughter; and Connie Hayes, 32, single mother of a son.

"I moved to Newton County in 1980 from Fort Worth. I never thought that I'd be a single parent. I'd been married for 16 years before our divorce. I'd taught crafts and sewing but had no real job skills other than the computer," she said.

She liked the area so well she decided to stay and moved to Fayetteville 16 months ago. She found a computer-entry job in four days, she said.

But Kitz had completed about three years of college in Texas, she said, and when her daughter was diagnosed with epilepsy, she knew she'd have to complete her schooling so she could afford to care for her family.

"My daughter's Social Security has been a main source of our support. I couldn't have survived without it, but I was told by a friend about the single-parent program. I had to write a paper on my career goals and talk to a panel of five. It was exciting and really made my goals clear to me when I set them down on paper," she said.

She still needs 40 hours at the University of Arkansas, she said, to get a bachelor of art degree.

"I really wanted a degree in art therapy but was told in today's job market a degree in fine arts and a master's in social work was my best bet. That way, I could still use my art therapy," she said.

She explained that art therapy was helpful in determining treatment for disturbed adults and chil-

"It will take a while, but when I'm through, I can begin giving back to the system. And I really want to become a teacher and teach history or math at the secondary level."

dren and had been used in the treatment of Vietnam veterans "like a bridge of communication between client and therapist."

"You can sit for hours with a child (or adult), sculpting and painting. It is a tool in treatment, a way to interpret what is being felt by the client when he isn't communicating," she said.

For Connie Hayes, a scholarship (she's already received one) will mean next semester's tuition to Northwest Arkansas Community College. She is working on an associate's degree before going on to the University of Arkansas.

"It will take a while, but when I'm through, I can begin giving back to the system. And I really want to become a teacher and teach history or math at the secondary level. I had a great history teacher at Greenland, Mrs. Wozencraft. She knew so much and made history so real," she said.

Hayes said she was married 11 years and had always worked, as a beautician.

"It was fun and you meet a lot of people but it's not enough money to raise a son on," she said.

But despite her goal to become a teacher, Hayes said her "major goal" was to raise her son and teach him the importance of communication.

"I'm big on education and on communication, and I want to help him

show his feelings or a son that so many men are a show. I don't want him to be a macho, but to be a better cater," she said.

Both women said growing living on less had not been easy. Kitz said she'd learned to be services and products when could.

"I offer to cater, babysit, do computer work, houses or house-sit in exchange for services and products I need," she said.

Nesson said these women are representative of those who apply for the Single Parent Vocational Scholarships. They can use the money to attend Northwest Arkansas Technical Institute, the University of Arkansas, Northwest Arkansas Community College and other institutions of higher learning.

Qualified applicants may receive more than one scholarship. They have received 452 scholarships ranging from \$100 to \$1,000.

In a *Gazette* article last month, the 1990 census figures showed that the number of impoverished Arkansas families headed by single mothers increased dramatically since 1970, from more than 25 percent.

The program's support comes from donations of civic organizations, churches, individual foundations. The Harvey and Alice Jones Foundation, Tyson Foundation and Walton Family Foundation have all contributed, Nesson said.

It is due to the community generosity, he said, that so many families have become self-sufficient and inspiring success stories. But more money is needed, Nesson said. The goal, he said, is to have \$8,500 by the beginning of Jan-

Connie Hayes, who wants to become a teacher, and Deborah "Khalisa" Kitz, who wants a career in social services, are two of 47 single-parent applicants who hope to receive an EOA-administered scholarship to complete their educations.

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FROM JIM&DIANE BLAIR

03-06-97 07:44PM

**WASHINGTON COUNTY SINGLE PARENT VOCATIONAL SCHOLARSHIP FUND I  
SPRING 1990**

| Name<br>City<br>School<br>Scholarship date(s)                                 | Synopsis of Single Parent Scholarship<br>Recipients                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bragg, Linda<br>Springdale<br>Vo-Tech<br>Spring, 1990                         | Linda is the sole support of her 2 yr. old son & works at Springdale Memorial Hospital as an Admissions Clerk. She will attend Springdale Vo-Tech and graduate in June '91 in Accounting.                                                                                    |
| Byrd, Gratia M.<br>Springdale<br>Vo-Tech<br>Spring, 1990                      | Gratia had been married and in the home for 14 yrs. until recently. Now, she must support herself and two boys and, to do that, needs to learn new job skills. She will attend Vo-Tech in Secretarial/Book-keeping.                                                          |
| Caudle, Debra G.<br>Springdale<br>Vo-Tech<br>Spring, 1990                     | Debra, after 4 children and 17 yrs. of marriage had not finished high school. She was a licensed baby sitter but found that she needed to support herself and family. She is working towards an LPN degree which she hopes to achieve by 1991.                               |
| Collins, Merrilou<br>Fayetteville<br>University of Arkansas<br>December, 1990 | Merrilou is 31 years old, has 7 yr. old twins. She is very near to completing a degree in Home Economics. She has received a Single Parent Scholarship in the past.                                                                                                          |
| Corley, Barbara<br>Fayetteville<br>University of Arkansas<br>Spring, 1990     | Barbara has been working as an assistant manager at Burger King full-time. The reason she wants to get a degree in Elementary Education is, "because I want to make a difference." She expects to graduate in May, 1990 and teach. She has a 3 yr old.                       |
| Franklin, Doris J.<br>Fayetteville<br>University of Arkansas<br>Spring, 1990  | Doris is getting a degree in Foods & Nutrition, a field she left for several years. She has chosen to finish now because she feels that, with the support of the scholarship, she will be able to conquer those subjects she couldn't complete years ago. She has one child. |
| Gabbard, Cathy<br>Fayetteville<br>University of Arkansas<br>Spring, 1990      | Cathy has two children, 10 and 7. She is extremely interested in elementary education. She has been a homeroom mother and Sunday School teacher. She will attend college full-time and expects to graduate in 1990.                                                          |

| Name                                                                                    | Synopsis of Single Parent Scholarship                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| City                                                                                    | Recipients                                                                                                                                                                                                                                                      |
| School                                                                                  | Scholarship date(s)                                                                                                                                                                                                                                             |
|                                                                                         |                                                                                                                                                                                                                                                                 |
| <p>Haight, Deborah G.<br/>Fayetteville<br/>University of Arkansas<br/>Spring, 1990</p>  | <p>Deborah was born and raised in this area and intends to work in the community after graduation. She is especially interested in geriatric nursing. She will earn an ADN Degree in nursing in 1991.</p>                                                       |
| <p>Hart, Sandi<br/>Fayetteville<br/>University of Arkansas<br/>Spring, 1990</p>         | <p>Sandi wants to graduate in 1992 with a degree in Human Development &amp; Family Studies. She would like to teach in Headstart, where her daughter attended for one and a half years.</p>                                                                     |
| <p>Hoggatt, Alice<br/>Rogers<br/>North Arkansas Community College<br/>Spring, 1990</p>  | <p>Alice works an assortment of hours to cover her schooling expenses. Without help, continuing is a great burden. She is a Licensed Practical Nurse and wants to earn an Associate Degree in order to become a Registered Nurse. She has two children.</p>     |
| <p>Hutchcroft, Susan<br/>Fayetteville<br/>University of Arkansas<br/>Spring, 1990</p>   | <p>Susan has 3 children-ages 11, 9, and 6. She works 10 hours a week and plans to graduate in 1990 with a degree in Fine Arts. She wants to teach. In addition, she is an above-average student, and a member of PTA, and PTO.</p>                              |
| <p>Johnson, Theresa J.<br/>Fayetteville<br/>University of Arkansas<br/>Spring, 1990</p> | <p>Theresa has worked at the Regional Juvenile Center and is working on a degree in social work. She would like to work for an agency that provides services for children. She has two children-9, and 3</p>                                                    |
| <p>Jones, Linda S.<br/>Fayetteville<br/>University of Arkansas<br/>Spring, 1990</p>     | <p>Linda is a few months from graduation and licensing in the nursing program. She has been a full-time student since August, '88. Recently, she has required financial assistance to complete this training</p>                                                |
| <p>Light, Tamera<br/>Rogers<br/>NACC<br/>Spring, 1990</p>                               | <p>Tamera left school in the 9th grade but since then has obtained her GED and plans to get a B.A. in psychology with electives in marketing. She wants to obtain a Ph.D. in psychology "by the time my sons enter college."</p>                                |
| <p>Lowe, Janice<br/>Fayetteville<br/>University of Arkansas<br/>Spring, 1990</p>        | <p>Jan plans to pursue a degree in teaching now that her youngest child has started school. She has been responsible for the education program in her church and she has provided a day care program in her home. She hopes to graduate in '94 or '95.</p>      |
| <p>Martin, Laura<br/>Rogers<br/>NACC<br/>Spring, 1990</p>                               | <p>Laura wants to become a registered nurse. She is a single parent who would take advantage of an opportunity to do this and better the lives of herself and children. She will be attending full-time and must provide day care for her son and daughter.</p> |



| Name                                                                        | Synopsis of Single Parent Scholarship Recipients                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| City                                                                        |                                                                                                                                                                                                                                                                                    |
| School                                                                      |                                                                                                                                                                                                                                                                                    |
| Scholarship date(s)                                                         |                                                                                                                                                                                                                                                                                    |
| Mills, Yvonne<br>Fayetteville<br>University of Arkansas<br>Spring, 1990     | Yvonne is sole support of three young children and needs a scholarship to get started in school. She has worked as an orthodontist's technician for several years and wants to get a degree in nursing.                                                                            |
| Mullaly, Debbie<br>Fayetteville<br>University of Arkansas<br>Spring, 1990   | Debbie is supporting 5 children-ages 14, 12, 11, 8, and 3. She has worked at The Caregivers, Inc. and recently decided she needed to get an education. She is studying nursing and expects to graduate in December '91.                                                            |
| Nile, Kathleen V.<br>Fayetteville<br>University of Arkansas<br>Spring, 1990 | Kathleen has worked as a head teacher at Headstart and as an aide at Children's House. She is working on a degree in Special Education and can very much use a scholarship to help her further her education and to provide for her daughter.                                      |
| Oxford, Debra<br>Fayetteville<br>University of Arkansas<br>Spring, 1990     | Debra is studying Health Education. Her long term goal is to receive a teaching certificate and an M.A. Since she is a registered nurse, having a teaching certificate, as well, would provide a wider range of employment opportunities for her.                                  |
| Preston, Tracy<br>Fayetteville<br>University of Arkansas<br>Spring, 1990    | Tracy recently arrived in Fayetteville and immediately began dealing with the financial hardships of obtaining a job, arranging childcare, and seeking a means of continuing her education. She wants to be C.P.A. and plans to graduate in 1994.                                  |
| Rice, Dianna<br>Fayetteville<br>University of Arkansas<br>Spring, 1990      | Donna has two children whose ages are 10 and 5. She is studying anthropology and education and expects to graduate in '91. This scholarship will contribute towards her being able to work on her degree. Donna also works at the University as a Resident Assistant.              |
| Ruiz, Carol<br>Fayetteville<br>University of Arkansas<br>Spring, 1990       | Carol has one child and, in addition to attending school, works as an office aide at the University. She also worked at Headstart and knows that possession of a degree is becoming a requirement for advancement in the teaching field. She is interested in the Social Sciences. |
| Singleton, Doris<br>Fayetteville<br>University of Arkansas<br>Spring, 1990  | Doris has four teenaged children, works, and is studying Business Administration full time. She is nearly finished with her degree and will graduate in May, 1990.                                                                                                                 |

| Name                                                                                      | Synopsis of Single Parent Scholarship Recipients                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| City                                                                                      |                                                                                                                                                                                                                                                                                                                     |
| School                                                                                    |                                                                                                                                                                                                                                                                                                                     |
| Scholarship date(s)                                                                       |                                                                                                                                                                                                                                                                                                                     |
| <p>Smith, Misty<br/>Rogers<br/>North Arkansas Community College<br/>Spring, 1990</p>      | <p>Misty is 21, has one 8 month old child, and will attend North Arkansas Community College in Nursing. She says this money will help with the big expense of books and transportation. She will take 16 hours credit and work 20 hours a week as a transport orderly.</p>                                          |
| <p>Stringer, Shirley R.<br/>Fayetteville<br/>University of Arkansas<br/>Spring, 1990</p>  | <p>Shirley Rene has a child 5 months and another 3 years. She is studying accounting full-time and plans to graduate in 1993. This scholarship, given last semester as well, helped her in her first semester in school, making, it as she says, "a little easier."</p>                                             |
| <p>Sullivan, Sherry L.<br/>Fayetteville<br/>University of Arkansas<br/>Spring, 1990</p>   | <p>Sherry has two children-18 and 21. She works at Dillards and attends the University full-time majoring in Education. Her daughter is at Fayetteville High School and Sherry is putting her son through college at Henderson. She gave up her own education 22 years ago and now expects to graduate in 1991.</p> |
| <p>Todd, Carolyn<br/>Fayetteville<br/>University of Arkansas<br/>Spring, 1990</p>         | <p>Carolyn is attending school and majoring in Business. She wants to be able to provide for herself and her 2 year old daughter. She expects to graduate in 1993.</p>                                                                                                                                              |
| <p>Trulley, Rania<br/>Fayetteville<br/>University of Arkansas<br/>Spring, 1990</p>        | <p>Rania is a beginning Freshman with three children, whose ages are 16, 8, and 3. She is 37 years old and plans to pursue a course of study in Occupational Therapy.</p>                                                                                                                                           |
| <p>Wilcoxson, Harriet E.<br/>Fayetteville<br/>University of Arkansas<br/>Spring, 1990</p> | <p>Harriet is raising her 13 yr. old son on her own, working part-time, and going to college where she has an excellent grade point average. She wants to study Health Education. Her special interest is alcohol and drug abuse alleviation through education.</p>                                                 |
| <p>Williams, Shelly<br/>Fayetteville<br/>University of Arkansas<br/>Spring, 1990</p>      | <p>Shelly has been a single parent for several years. She has one daughter, 8 yrs. of age. Shelly found working full-time at a low paying job difficult. She decided to get a nursing degree and is attending the University of Arkansas.</p>                                                                       |
| <p>Williams, Virginia W.<br/>Fayetteville<br/>University of Arkansas<br/>Spring, 1990</p> | <p>Virginia has 4 children, aged 12, 6, 5, and 4. She attended the University of Central Arkansas in 73-74 and Arkansas State in 74-77. She has entered the University of Arkansas in Computer Information Systems and plans to graduate in 1993.</p>                                                               |