

EXTENSIONS OF REMARKS

TOPLINE SUMMARY OF RESULTS: CLASSLINK SURVEY

HON. NEWT GINGRICH

OF GEORGIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 18, 1997

Mr. GINGRICH. Mr. Speaker, when Americans talk about uses of technology in the classroom, they usually are referring to computers and Internet access. A recent survey found that teachers believe one of the most useful new technologies is a simple cellular phone. I enter the results of this survey into the CONGRESSIONAL RECORD.

TOPLINE SUMMARY OF RESULTS: CLASSLINK SURVEY

BACKGROUND

Surveys were conducted by telephone with teachers, principals, and assistant principals in schools using ClassLink for at least six months. A total of 229 interviews were conducted with teachers; 14 with principals/assistant principals*.

*Due to this small base size, caution should be used in interpreting results of principals.

SUMMARY

Teachers and principals alike feel that ClassLink is very valuable to them. On a ten-point scale, 82% of teachers and 79% of principals rate ClassLink as an 8, 9 or 10.

Furthermore, 48% of teachers and 65% of principals gave it the highest rating of "10—extremely valuable."

In particular, ClassLink is considered to enhance communication between parents and teachers; to be a valuable tool in case of emergency; to enhance teacher-to-teacher communication and to save time.

Teachers estimate that ClassLink saves them 113 minutes a day. This would translate to 339 hours per year, an annual savings estimated to be worth \$8,814 per teacher.

RATING VALUE OF CLASSLINK PHONE

[In percent]

	Teachers	Principals
Base=Total Respondents	(229)	(14)*
10—Extremely Valuable	48	65
9	16	7
8	18	7
Top Three Box	82	79
7	5	—
6	4	7
5	5	—
4	1	—
3	1	7
2	1	—
1—Not Valuable at All	1	7
Total	100	100

*Caution: Small Base Size

Question: "Considering the reasons you use the phone, how would you rate the value of ClassLink to you. Please use a scale from 1 to 10, where '1' means not valuable at all, and '10' means extremely valuable. Of course, you may choose any number between 1 and 10."

Source: Statistical Table 5

AGREEMENT RATING OF CLASSLINK PHONE

[In percent]

	Teachers	Principals
Base=Total Respondents	(229)	(14)*
Enhances communication between teachers and parents	99	100
Is a valuable tool in case of emergency	98	100
Saves time while at school	97	100

AGREEMENT RATING OF CLASSLINK PHONE—Continued

[In percent]

	Teachers	Principals
Enhances communication between teachers and other teachers	96	100
Makes information more accessible	93	100
Decreases the isolation of the classroom	91	100
Enhances communication between teachers and administrators	90	93
Makes me feel safer at school	87	93
Increases my ability to be an effective teacher	82	79
Improves the learning environment	76	93

*Caution: Small Base Size

Question: "Now, I would like to read you a list of statements and ask you to give your opinions based on your experience with ClassLink. Please evaluate ClassLink by telling me whether you agree or disagree with each statement. The (first/next) statement is . . . Would you strongly agree, agree, disagree, or strongly disagree?"

Source: Statistical Table 18

ESTIMATED SAVINGS IN TIME AND DOLLARS

	Teachers	Principals
Base=Total Respondents	(229)	(14)*
Average time saved per day	113 minutes	286 minutes
Estimated yearly time savings	339 hours	**
Average annual salary	\$37,436.00 ¹	**
Estimated hourly cost	\$26.00 ²	**
Estimated value of time saved annually	\$8,814.00	**

¹ National Center for Education Statistics (NCES), Condition of Education Report, 1995, Indicator 55.

² Assumes a 40-hour week, 9 months per year.

*Caution: Small Size.

**Data for principals is not annualized and projected, due to the small base size.

Source: Hand Tabulated.

CLASSLINK USAGE

	Teachers	Principals
Base=Total Respondents	(229)	(14)*
Daily average of calls made using ClassLink	5.07	11.42
Daily average of calls received using ClassLink	3.86	9.16

*Caution: Small Base Size

TRIBUTE TO THE EXPLORAVISION AWARDS PROGRAM

HON. GEORGE E. BROWN, JR.

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 18, 1997

Mr. BROWN of California. Mr. Speaker, I rise today to bring the ExploraVision awards program to the attention of my colleagues. This program, sponsored by Toshiba and administered by the National Science Teachers Association [NSTA], is the largest K–12 student science competition in the world. Working in teams of 3 or 4 with a teacher-adviser, students use their imaginations to envision a form of technology 20 years from now, and compete by sharing their vision through written descriptions and story boards.

On June 20 to 21, more than 40 students will come to our Nation's Capital to receive top honors in the 1997 ExploraVision awards and they will exhibit their winning prototypes of future technologies at the special Science Showcase to be held on Capitol Hill.

I have supported this competition since its launch in 1992. As a longstanding member of the House Science Committee, science education has always been one of the top priorities

in my legislative activities. The ExploraVision awards program is one great example of a successful business-education partnership that encourages students to pursue careers in science.

I am pleased to see the role this competition takes in developing students' science skills to meet the challenges of the future. I applaud the efforts NSTA and Toshiba put into making the competition meaningful and beneficial to the students.

Mr. Speaker, I ask my colleagues to join me in recognizing this outstanding program and the high quality of scientific work produced by the student winners. Congratulations and best wishes to all for a special Science Showcase and successful awards weekend events.

TRIBUTE TO SPECIAL STUDENTS FROM WILLIAMSBURG BROOKLYN OF NEW YORK'S 12TH CONGRESSIONAL DISTRICT

HON. NYDIA M. VELÁZQUEZ

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 18, 1997

Ms. VELÁZQUEZ. Mr. Speaker, It is with great honor that I congratulate some very special students from the 12th Congressional District of New York. I am certain that this day marks the culmination of much hard work and many valiant efforts for these students whose work and efforts have had and will continue to lead them to success. Many have overcome the obstacles of overcrowded and dilapidated classrooms, antiquated and insufficient instructional material. While others have overcome the all too frequent distractions of random violence and pervasive drug activity. However, these students have proudly persevered despite the odds. Their success is a tribute not only to their own strength, but also to the supportive parents and teachers who have encouraged them to succeed.

These students have learned that education is priceless. They know that education will provide them with the tools and opportunities to be successful in any endeavor they pursue. In many respects, this is the most important lesson they will carry with them for the rest of their lives.

In closing, I would like to say that the best and brightest youths in America must be encouraged to stay on course so they can pave the way for a better future of this Nation. Mr. Speaker, I ask my colleagues in the U.S. House of Representatives to join me in congratulating the following academic achievers who have triumphed despite adversity.

Congratulations to: Victor De Jesus—P.S. 16, Anita Rendon, Edwin Hernandez—P.S. 18, Juan Guandique, Robert Gil, Jr., Michelle Detres, James Roman—I.S. 49, Yasmine Grossebacker, Milagros Sanchez—J.H.S. 50, Ivan Villar, Marisa Rodriguez—I.S. 71, Cristian Campoverde, Vanessa Colon—P.S. 84, Zeila Herrera, Evelyn Olivieri—P.S. 147, Eliezer de

• This "bullet" symbol identifies statements or insertions which are not spoken by a Member of the Senate on the floor.

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