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CLEARING A PATH FOR GIRLS

NGOs REPORT FROM THE FIELD ON PROGRESS SINCE
THE FOURTH WORLD CONFERENCE ON WOMEN, BEIJING, CHINA



PREPARED FOR THE 42ND SESSION OF THE COMMISSION ON THE STATUS OF WOMEN

2-13 MARCH, 1998

BY THE NGO WORKING GROUPS ON GIRLS, NEW YORK AND GENEVA



UNITED STATES DEPARTMENT OF EDUCATION

THE DEPUTY SECRETARY

DEC 15 1995

Mrs. Hillary Rodham Clinton
The White House
Washington, DC 20500

Dear Hillary,

I thought you would like to see a copy of the materials on family involvement in education that I am sending to the First Ladies and others we met at the conference for the First Ladies of the Hemisphere in October.

Best regards,

A handwritten signature in blue ink, appearing to read "Madeleine M. Kunin".

Madeleine M. Kunin

Enclosures

A handwritten note in blue ink that says "Pis file", which is circled with a blue line.

The Even Start Family Literacy Program

The Even Start Family Literacy Program was authorized by the Congress of the United States in 1988. The program is designed to improve the educational opportunities of the nation's children and adults by providing three core services to participating families:

- **early childhood education** -- services to meet the early education needs of children from birth through seven years of age, designed to enhance development and to prepare children for success in school,
- **adult education** -- services that develop the basic educational and literacy skills of parents, including English as a Second Language, or preparation to attain a General Education Development (GED) certificate, and
- **parenting education** -- services for parents to enhance parent-child relationships and help parents understand and support their child's growth and development.

Federal Even Start funds are used for coordinating existing services as well as for the direct provision of services which are not locally available. Adults with low literacy skills and their children under the age of seven are eligible to participate in these programs.

The annual Even Start budget for the 1994-95 fiscal year was \$91.4 million, supporting programs in all states.

Implementation

- During its first four years, Even Start funding supported the implementation of several hundred projects which delivered family literacy services to more than 20,000 families at a federal cost of about \$2,500 per family per year.
- Even Start served its intended population of poor and under-educated American families. Of all Even Start adults served, 79 percent had not completed high school, and 66 percent of Even Start families had total annual income under \$10,000-- less than one-third the income of an average American family of two adults and two children.

Program Benefits

- Even Start helped many adults attain a GED certificate, which is similar to the high school diploma.
- Even Start children made learning gains, both in terms of school readiness skills and on a vocabulary test.

- The average Even Start family participated in the program for seven months and received an average of 13.5 hours of adult education, 6.5 hours of parenting education, and 26 hours of early childhood education each month.
- A high level of exposure to program services is important. Adults and children with high levels of participation in Even Start's core services gained significantly more on tests than adults and children with low levels of participation.
- The extent to which parents took part in parenting education is significantly related to gains in children's vocabulary (as measured on a standardized test), over and above gains in vocabulary that result from children participating in early childhood programs. Families that participated in a relatively low-intensity or moderate-intensity program had children who scored at the 17th to 19th percentile, while families that participated in a relatively high-intensity program had children who scored at the 26th percentile. Even Start children typically enter the program scoring at the 9th percentile.

Participants

- 50 percent of Even Start families describe themselves as couples with children, 37 percent are single parent households, and 13 percent have extended families or other living arrangements.
- 46 percent of Even Start families report job wages as their primary source of financial support, while 49 percent report that government assistance is their primary source of support.
- 40 percent of Even Start adults are white, 26 percent are African American, 22 percent are Hispanic, 4 percent are Native American, and 8 percent are Asian or Pacific Islander.
- English is the primary language for 66 percent of Even Start adults; Spanish is the primary language for 26 percent.
- Seven percent of the children served by Even Start were identified as having a disability.

An evaluation report on the Even Start Family Literacy program, entitled National Evaluation of the Even Start Family Literacy Program, is available from the Planning and Evaluation Service, U.S. Department of Education, Washington, DC 20202.

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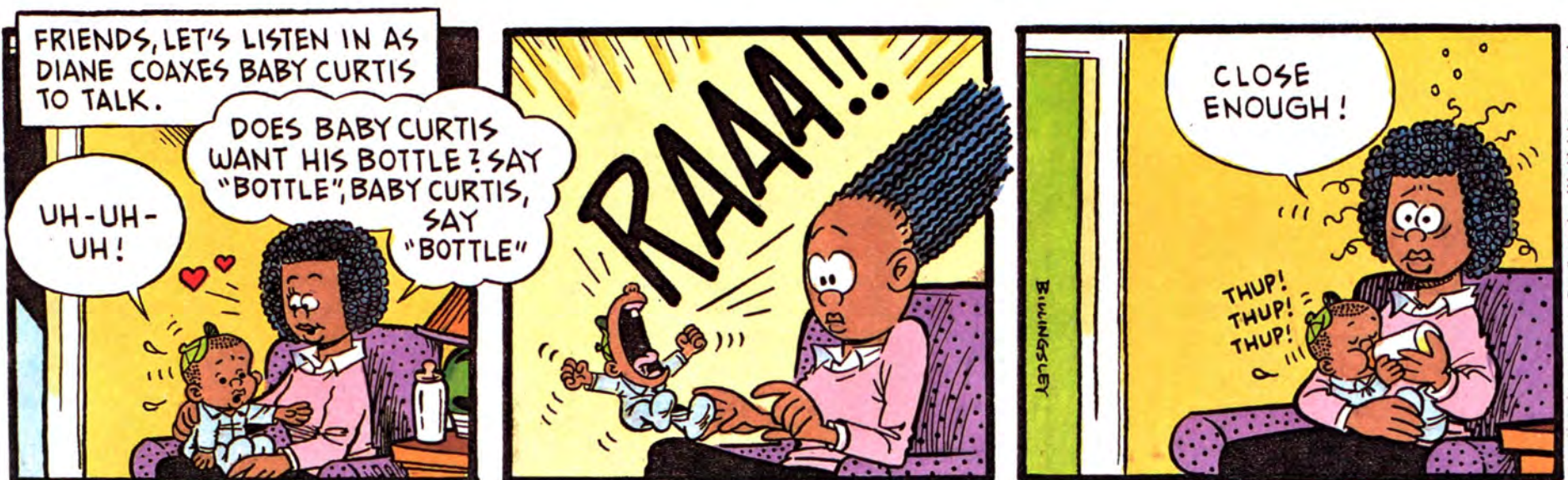
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Learning Link:
Helping Your Baby by Learn to Talk

Document Title: _____

Babies learn an amazing number of things in their first two years. Most late talkers are busy learning other things, but to be a baby is not talking like other babies.

Age	What to look for in a growing, healthy baby	Talk with a professional—
3 months	Baby listens to your voice. He or she coos and gurgles and tries to make the same sounds you make.	✓ if your 3-month-old does not listen to your voice.
8 months	Baby plays with sounds. Some of these sound like words, such as "baba" or "dada." Baby smiles on hearing a happy voice, and cries or looks unhappy on hearing an angry voice.	✓ if your 8-month-old is not making different sounds.
10 months	Baby understands simple words. She stops to look at you if you say "No-no." If someone asks "Where's Mommy?" Baby will look for you. Baby will point, cry, or do other things to "tell" you to pick her up, or bring a toy.	✓ if your 10-month-old does not look when people talk to him or her.
12 months	First words! Baby says 1 or 2 words and understands 25 words or more. Baby will give you a toy if you ask for it. Even without words, Baby can ask you for something—by pointing, reaching for it, or looking at it and babbling.	✓ if your 1-year-old is not pointing at favorite toys or things he or she wants.
18 months	Most children can say "thank you" and at least 30 other words, and can follow simple directions like "jump!"	✓ if your 18-month-old cannot say more than 5 words.
20 months	Your child can put 2 words together in a sentence, such as "car go," or "want juice." He can follow directions when you say things like "close the door." He can copy you when you say several words together.	✓ if your 20-month-old cannot follow simple commands, such as "come to Daddy."
24+ months	Your child adds endings to words, such as "running," or "played," or "toys." She likes hearing a simple children's story. She understands 3 words about place, such as "in," "on" or "at."	✓ if your 2-year-old cannot say 50 words or does not use 2 words together.



by Learn to Talk



s, such as how to talk. Some start talking early, and others do
 sure, ask a doctor, nurse, or other professional about it if your

when to start	Here are a few ideas for helping your child learn to talk. Do the first activities as long as your child enjoys them. Add new activities as he or she grows older.
birth	<p>Help your baby learn how nice voices can be.</p> <ul style="list-style-type: none"> ✓ Sing to your baby. You can do this even before your baby is born! Your baby will hear you. ✓ Talk to your baby. Talk to others when Baby is near. Baby won't understand the words, but will like your voice and your smile. Baby will enjoy hearing and seeing other people, too. ✓ Plan for quiet time. Baby needs time to babble and play quietly without TV or radio or other noises.
3 months	<p>Help your baby see how people talk to each other.</p> <ul style="list-style-type: none"> ✓ Hold your baby close so she or he will look in your eyes. Talk to Baby and smile. ✓ When your baby babbles, imitate the sounds. ✓ If Baby tries to make the same sound you do, say the word again.
6 months	<p>Help your baby understand words (even if he or she can't say them yet).</p> <ul style="list-style-type: none"> ✓ Play games like Peek-a-Boo or Pat-a-Cake. Help Baby move his hands to match the game. ✓ When you give Baby a toy, say something about it, like "Feel how fuzzy Teddy Bear is." ✓ Let your baby see himself in a mirror and ask, "Who's that?" If he doesn't answer, say his name. ✓ Ask your baby questions, like "Where's Doggie?" If he doesn't answer, show him where.
9 months	<p>Help your baby "talk" by pointing and using his or her hands.</p> <ul style="list-style-type: none"> ✓ Show Baby how to wave "bye-bye." Tell baby "Show me your nose." Then point to your nose. She will soon point to her nose. Do this with toes, fingers, ears, eyes, knees, and so on. ✓ Hide a toy while Baby is watching. Help Baby find it. Share her delight at finding it. ✓ When Baby points at or gives you something, talk about the object with her.
12 months	<p>Help your child to say the words she or he knows.</p> <ul style="list-style-type: none"> ✓ Talk about the things you use, like "cup," "juice," "doll." Give your child time to name them. ✓ Ask your child questions about the pictures in books. Give your child time to name things in the picture. ✓ Smile or clap your hands when your child names the thing that he sees. Say something about it.
15 months	<p>Help your child talk with you.</p> <ul style="list-style-type: none"> ✓ Talk about what your child wants most to talk about. Give him time to tell you all about it. ✓ Ask about things you do each day—"Which shirt will you pick today?" "Do you want milk or juice?" ✓ When your child says just 1 word, like "ball," repeat it with a little extra—"That's Baby's ball." ✓ Pretend your child's favorite doll or toy animal can talk. Have conversations with the toy.
18 months	<p>Help your child put words together and learn how to follow simple directions.</p> <ul style="list-style-type: none"> ✓ Ask your child to help you. For example, ask her to put her cup on the table. ✓ Teach your child simple songs and nursery rhymes. Read to your child. ✓ Encourage your child to talk to friends and family. A child can tell them about a new toy, for example. ✓ Let your child "play telephone." Have a pretend telephone conversation.
2 years	<p>Help your child put more words together. Teach your child things that are important to know.</p> <ul style="list-style-type: none"> ✓ Teach your child to say his or her first and last name. ✓ Ask about the number, size, and shape of things your child shows you. If it's worms, you could say: "What <i>fat wiggly</i> worms! How many are there? . . . Where are they going?" Wait, watch, and listen to the answer. Suggest an answer if needed: "I see <i>five</i>. . . Are they going to the park or the store?" ✓ Ask your child to tell you the story that goes with a favorite book. ✓ Check your local library for programs for toddlers. Ask at your health clinic for other guides. ✓ Don't forget what worked earlier. For example, your child still needs quiet time. This is not just for naps. Turn off the TV and radio and let your child enjoy quiet play, singing, and talking.

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

*I'm very interested in hearing
your comments on this.*

- Kay Kahler

NOTE TO REVIEWERS

Attached for your review, please find the **preliminary first draft of the U.S. Department of Education's white paper on the evidence for family involvement in children's learning to high standards** entitled, "Strong Families, Strong Schools: Strengthening Parent Involvement in Learning." This paper represents the substantive support for Secretary Riley's launching of the National Family Involvement Initiative in mid-September. It is intended for a nontechnical audience to read in a single sitting. We would appreciate your critical evaluation of the piece.

A campaign of public awareness and active partnerships is being launched at the national, state, and local levels to continually reinforce the message that every family is essential to their child's learning and that community supports can reinforce family involvement activities. The U.S. Department of Education, partnering with such umbrella coalitions as the National Coalition for Parent Involvement in Education (NCPIE), will reach out to individuals and organizations both within and outside of the government. Parent and school groups, businesses, community organizations, religiously affiliated groups, and local and state governments will all be partners in the initiative.

Your review of this white paper will be an important contribution in the launch of the initiative. Please FAX your comments to Alan Ginsburg at 401-3036 or refer any comments via the telephone to Jennifer Ballen at 401-1958.

Again, thank you for your attention to this matter.

*Alan Ginsburg
for*

Terry Peterson
Counselor to the Secretary

Attachment

Strong Families, Strong Schools: Strengthening Parent Involvement in Learning

*A White Paper from the U.S. Department of Education
Draft August 10th*

This work in progress is offered for comment. We welcome revisions and suggestions for examples of effective practices for future editions. Please fax your comments by August 18 to: Alan Ginsburg at (202) 401-3036, or (202) 401-1971. Please call Jennifer Ballen or Oliver Moles at (202) 401-1958 with any questions.

The National Education Goals

Endorsed by every major parent, education, and business group, America's governors, the United States Congress, and President Clinton, the National Education Goals articulate the desires, goals, and needs of Americans for education improvement over the next several years.

By the year 2000:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.
4. The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
5. United States students will be first in the world in mathematics and science achievement.
6. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
7. Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
8. **Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.**

WORK IN PROGRESS -- FIRST DRAFT NOT FOR QUOTATION

I. INTRODUCTION

Our children are growing up in a world much different from the one we knew just a few decades ago. Never has it been so important for every young person to receive a high quality education -- a world-class education. To make this happen, we are going to have to raise our expectations -- not just for our children, but for ourselves.

Family involvement must be a special focus of any successful school improvement effort, including the Goals 2000: Educate America Act and achieving the National Education Goals. This new law offers support for states, communities, and schools to build broad-based partnerships that will help every child reach higher standards of learning. In particular, partnerships with parents and families are integral to reaching each of the bipartisan National Education Goals -- so important that Congress added a new goal that calls on every school to promote partnerships that will increase family participation. The family involvement goal recognizes the primacy of parents and families in children's learning.

Three decades of research have shown that parent participation improves student learning. This holds true whether the child is in preschool or the upper grades, whether the family is rich or poor, whether the parents finished high school or not (Coleman, 1967; Epstein, 1991b; Stevenson, ?; de Kanter et al., 1986; Henderson & Berla, 1994; Keith & Keith, 1993; Lontos, 1992; Walberg, n.d.).

Parents, teachers, students, and businesses recognize the need:

- Forty percent of parents across the country believe that they are not devoting enough time to their children's education (Newsweek, 1993).
- Teachers ranked strengthening parents' roles in their children's schooling as the issue that should receive the highest priority in public education policy over the next few years (Louis Harris and Associates, 1993).
- Among students 10-13 years old, 72 percent said they would like to talk to their parents more about schoolwork. Forty-eight percent of older adolescents (14-17 years old) agreed (National Commission on Children, 1991).
- Eighty-nine percent of company executives identified the biggest obstacle to school reform as a lack of parental involvement (Fortune Magazine, ?).

Parents can have a strong influence on their children's lives from birth into adulthood. A parent is a child's first teacher, and a great deal of learning occurs before children begin school. As just one example, by age three, children typically have acquired over half the language they will use throughout their lives (Burton-White, ?). Parents can help their

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preschool children learn by reading to their children and by seeing every interaction with their child as a learning experience, even grocery shopping or watching TV. When children enter kindergarten, they receive their first exposure to formal learning. As children go through elementary school, parents need to help support the learning that goes on in the classroom, and to help their children begin formulating good study habits. A positive emphasis on reading continues to be important.

In middle school, pressures from peers and teen culture grow. Parents can respond by helping children continue to see the importance of schooling. Parents can also make sure that their children take challenging courses, for what children take in middle school affects what children will take in high school. In high school, parents can help their teenagers formulate a vision for the future. By encouraging children to explore various career options and by continuing to guide them toward maturity, parents can help children achieve beyond high school as well.

But if family involvement is so important, why isn't more of it happening? Several obstacles of modern life stand in the way:

- **Time.** With the rise in two breadwinner families, one-parent families, and family members needing to work more than one job, families have many demands on their time. Perhaps it should not be surprising that 66 percent of employed parents with children under the age of 18 say they do not have enough time for their children (Families and Work Institute, 1994). This often leaves children home alone, unsupervised, or watching television for hours a day, especially a problem with younger children. Teachers also are strapped for time. While some would like to make home visits to families or talk more with students' parents, after finishing all their normal school duties teachers simply don't have the time, especially if they have families themselves.
- **Uncertainty about what to do.** Many parents today are unsure how to be involved with their children's learning (National Commission on Children, 1991). Some simply aren't prepared yet to be parents: the number of teenage births has risen dramatically in recent years (National Center for Health Statistics, ?). Other parents may have had bad experiences with school themselves and are reluctant to return to the school even as a parent. Teachers also need guidance -- few states require coursework about how to work with parents and families (Radcliffe et al., 1994).
- **Cultural barriers.** The 1980s saw the number of poor Hispanic and Asian immigrant children increase dramatically (Morra, 1994). The parents and families of these children may not speak or understand English. They also may have culturally unique views on schools, teaching, and their own role in a their children's education. Teachers may be unable to communicate with non-English speaking parents.

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- *Lack of supportive environment.* Nurturing families has not been a priority on the American agenda. With the high mobility of today's population, more and more parents are alone in the difficult task of raising their children. More children than ever before live in poverty (Children's Defense Fund, 1994). Low income parents have less contact with schools than their better-off counterparts (Moles, 1993). They need support from all sectors of the community if they are to successfully increase their involvement in their children's education. Schools need to be receptive to families, and reach out to parents where needed. This may mean not only providing literature on parenting, but also providing parenting education, literacy training, and parent resource centers. Religious and civic organizations need to lend their support and encouragement to parents. Communities must also work to make their streets safe for children and provide positive after school and summer experiences, working with parents. Employers need to be supportive of their employees who are parents.

U.S. Secretary of Education Richard Riley in his 1994 State of American Education speech recommended a National Family Involvement Partnership. This paper supports that partnership by providing a review of the thirty years of research evidence showing the importance of involving families in their children's learning and by offering examples of family involvement efforts that are working.

Increasing family involvement is certainly not easy, but it is crucial if we are to help our students achieve to higher standards and obtain a world-class education. The following sections outline the concrete actions that everyone -- families, schools, communities, businesses, and governments -- can take to help in this effort.

II. FAMILY INVOLVEMENT

Parents can help their children both at home and at school. When parents and families are involved in their children's education in positive ways, children have higher grades and test scores, better attendance and more completed homework, more positive attitudes and behavior, higher graduation rates, and greater enrollment in higher education (Henderson and Berla, 1994; Becher, 1984). Families need to emphasize good work habits and value learning and good character, set high expectations, stay informed about their children's progress, and monitor late night hours and unsupervised peer activities.



While most studies have focused on younger children, the benefits of involvement can extend far beyond early childhood and the elementary school years (Henderson, 1987). For high schoolers, parents can be supportive of homework and encourage participation in wholesome extracurricular activities, provide a sense of proportion to TV watching and video games, talk often to teachers, be active in parent-teacher associations, and help develop plans for careers and further education. Furthermore, studies show a strong relationship between the number of higher level courses taken and student achievement and college acceptance. Parents play a key role in encouraging their students to take the appropriate preparatory courses in middle and junior high school (i.e., algebra, keyboard skills) and challenging sequences of courses in high school (i.e., chemistry, calculus, 3rd and 4th years of the same foreign language, AP courses in art, math, and science, and advanced technology and computer courses).

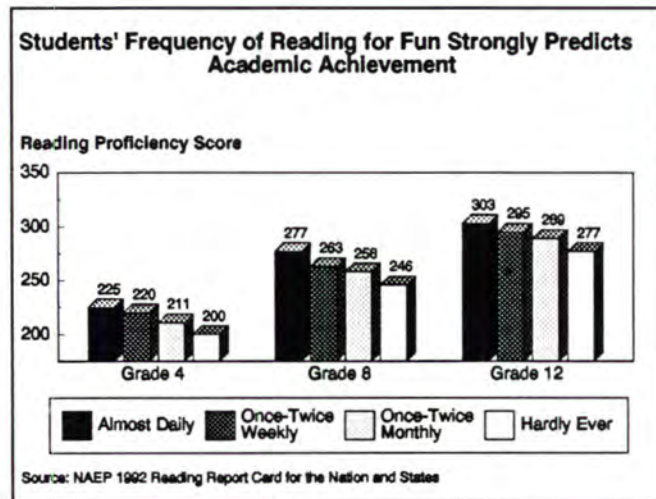
Families have vast opportunities to influence their children. Families can turn strengths like intimate knowledge of their children and ambitions for their future into concrete actions to help children learn. Studies show that what parents do to help their children learn is more important to their academic success than how well-off the family is (Walberg, 1984). Data from a national study of eighth grade students and their parents suggest that parent involvement in students' academic lives is indeed a powerful influence on students' achievement across all academic areas. Higher achievement results, in part, from the increased amount of homework completed by students with more involved parents (Keith et al., 1993).

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Parents benefit as well. They develop a greater appreciation of their role in children's education, a sense of self-worth, stronger social networks, and even the desire to continue their own education. They also come to understand more about teaching and learning activities and their schools and their educational programs (Davies, 1988; Henderson & Berla, 1994). Teachers report that strong support from these involved parents encourages them, raises their expectations of parents, and shows them how to build on parents' interest in their children's education.

Research and accounts of good practice point out many simple things families can do to create successful home learning environments:

- **Read together.** Research indicates that children's success in school can be linked to reading to children and listening to them read. The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children (Anderson et al., 1985). If every parent of a child ages zero through six spent one hour reading with their child each day, then American parents would annually devote at least 9.7 billion hours to supporting their children's reading. In money terms, if the child's teacher spent the same one-on-one time, this would cost the American taxpayer over 233 billion dollars, or slightly more than what the American public pays for the entire American education enterprise, K - 12 (U.S. Department of Education, 1994). In practice, however, only half of parents with children under nine say they read to them every day, and only 13 percent read with their children ages 9 to 14 on a daily basis (Gorman, 1993). Parents can also take their children to the library, help them get a library card, and help their children find books on their interests and hobbies.



- **Use TV wisely.** Most parents (73%) want to limit their children's television viewing (Newsweek-PTA Survey, 1990), but when parents are at work or occupied elsewhere this cannot easily happen. Forty-four percent of seventh graders recently reported watching three or more hours of television a day (Puma et al., 1993). While moderate amounts of viewing do not interfere with school work, beyond ten hours of watching a week, or an average of two hours a day, achievement drops sharply (U.S. Department of Education, 1987). Parents need to use TV wisely by trying to limit the

Coming of Age: The Special Needs of Middle Schoolers and Teenagers

The special challenges involved in making the transition from childhood to adulthood can be disturbing, and even overwhelming, for children, families, schools and communities. Beginning at about age 10 or 11, children face physical, emotional, social, and educational changes. Growth spurts, mood swings, the need for acceptance (by peers and others), the search for identity, and the desire for independence and maturity can lead to risk taking, conflict, and confusion as well as enthusiastic exploration of new activities and associations. Preteens and teenagers need help from parents, teachers, and other adults to make responsible choices within reasonable limits.

For parents, the following are key:

- Parents who are authoritative, setting healthy limits for their children without being rigidly authoritarian, help their children mature socially and succeed academically.
 - Be aware that successful limit setting includes: clearly defining the boundaries between acceptable and unacceptable behavior, establishing consequences, and standing by your word.
 - Expect children to test these limits (it's part of their growth process); by following through with the rules and consequences you set up, you will help your children trust you.
 - Be firm but fair, taking into consideration children's need to take more responsibility, to understand the reasons for rules, and to express their opinions. Setting limits is a sign of respect, for your children and for yourself.
- Children benefit from being involved in family chores and decisionmaking, and from discussing and helping to set family rules.
- Despite the difficulties of scheduling and competing family needs, parents need to remain involved in their children's education:
 - Encourage (but don't battle over) homework completion;
 - Get to know teachers and administrators (before any problems arise) and staying in contact with them regularly;
 - Talk to children about their school experiences; and
 - Become familiar with school policies and issues.
- Parents can network with other parents:
 - Get to know the families of your children's friends.
 - Work with other parents to address issues of concern at school and in the community.

amount of viewing, helping children select educational programs, watching programs together, and discussing them (ERIC, 1990).

- ***Establish a daily family routine.*** Studies show that successful students have parents who create and enforce family routines (Clark, 1988). Routines may include time for homework, chores, eating meals together, and firm bedtimes. Routines are important to make life predictable and satisfying for all family members. Discussion of daily events, for example at mealtimes, is another important routine.
- ***Schedule daily homework times.*** Lower ability students who spend more time on homework get as good grades as those with more ability who do no homework (U.S. Department of Education, 1987). Spending more time on homework has the greatest impact in the upper grades (Cooper, 1989). Parents can help by setting a regular homework time each day, providing a quiet, well-lit place for study, and discouraging distractions from phone calls, radio, and television. Parents can encourage children's efforts, be available for questions, and spend time discussing what was learned. A parent doesn't have to know all the answers. Interest counts more. Other family members, teachers, or librarians can be called upon if a certain subject or assignment isn't know by a parent.
- ***Monitor out-of-school activities.*** Families can help children spend time constructively by guiding the use of leisure time, including TV viewing and time with friends. For example, regular phone contact from a working parent to a child at home each afternoon to check on a child's plans and activities can keep can keep parents informed and involved with their children. Monitoring activities after school may also be important in curbing sexual activity, drinking, and drug use of adolescents, especially where drugs and violence are serious concerns in the neighborhood. Positive extracurricular and community activities and service learning can be learning experiences and fill idle time (U.S. Department of Education, 1990). Community youth organizations, religious groups, arts and cultural institutions, school clubs, colleges and universities, and after-school programs should all be viewed as resources to help families and children.
- ***Talk with children and teenagers.*** Children and adults can learn a lot about each other just by talking about their daily lives, current events, family history and other points of common interest. Studies show that frequent open family discussions are associated with higher student achievement (Epstein, 1991a; Leler, 1983, Singer et al, 1988). Parents can

The informal education that takes place in the family is not merely a pleasant prelude, but rather a powerful prerequisite for success in formal education from the primary grades onward.

**Urie Bronfenbrenner,
developmental psychologist,**

Cornell University

get to know the friends of their teenagers, discuss school and outside activities with them, keep teenagers involved in family activities, and stress their importance as role models to younger siblings.

- ***Communicate positive behaviors, values, and character traits.*** Parents are still the most important influence on children's lives (Newsweek, 1993). Every parent who has waited up for a teenager who is out beyond their curfew knows what it means to worry. Talking directly to teenagers about sex, drugs, and alcohol is one way to save their lives. Values instilled by families such as honesty, belief in the work ethic, taking responsibility for one's actions, and religious principles are twice as important as family economic or educational background for school achievement (Hanson & Ginsburg, 1985). By talking about the importance of these values, parents help their children make good decisions. By acting on such values, parents serve as important role models to their children.

Parents have to understand the hierarchy of education. If the principal isn't responsive, then go higher. Go to the superintendent. Go to the division of high schools or the community school board. Participate in your community school board elections, which not enough parents do at all, especially in the big cities. They have to understand that there are individuals who are higher up that are accountable to them.

Andrea Schlesinger, student representative, New York City Board of Education

- ***Express high expectations and offer praise and encouragement for achievement.*** Parents need to set high standards for their children's school work and urge them to work hard to achieve them. Standards should be realistic, however, or students may be inclined to give up (Scott-Jones, 1984). Parents and teachers who praise children's skills and efforts, reward success, show interest and caring, and treat them as winners tend to have children with more success in school (Clark, 1990). Parents who combine warmth with setting limits have children who are more socially and academically skilled than those who emphasize mainly one or the other (Baumrind, 1989).

Families can make a difference in their children's education at their children's schools as well. They can:

- ***Keep in touch with the school.*** Parents who are consistently informed about their children's progress and work with the school have higher achieving children (Henderson & Berla, 1994). The partnership between parents and teachers is key to

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creating a climate at home and at school that is conducive to learning. Parents cannot afford to wait for schools to tell them how children are doing. Visiting the school and talking to teachers or scheduling a phone call are good steps. Parents need to check to see if children are challenged to do their best, and find out how they can help, especially if children aren't being challenged.

- ***Ask more from schools.*** Families can play a large part in school reform by keeping informed about and involved in what is going on at their child's school. They can encourage and work with schools to incorporate new ways to involve more parents, such as homework hotlines, putting parents on planning committees, or creating family resource centers (Moles, 1993). Families also have a responsibility to insist that schools raise the standards of education, educate their children at a world-class level, and work toward achieving the National Education Goals. Compare your school goals and standards against the National Education Goals and against emerging subject and occupational standards. They don't have to match, but do such comparisons suggest any omissions or additions?
- ***Ensure challenging coursework for secondary students.*** Parents have a role in encouraging their child's school to offer and enroll students in a challenging sequence of courses in preparation for postsecondary education and a promising career education. Research shows that a comprehensive program of challenging courses, high standards, and career counseling affect students' academic success. Specifically, an academic high school program (rather than a general or vocational program) is associated with college enrollment, but taking algebra and geometry is even more strongly associated with college enrollment. Indeed, the differences in college enrollment rates between white and minority students are virtually eliminated among the students who took both algebra and geometry (Pelavin, 1990, Pelavin Associates, 1993).
- ***Use community resources.*** This includes taking advantage of local enrichment programs and mentors, and seeking community services for family needs. Family oriented community resources might include health care services, housing assistance, adult education and training, employment counseling, and exposure to arts and cultural institutions. Some youth oriented community resources are afterschool and summer learning programs, recreation centers and sports teams, community service activities, and religious youth groups. Youths who achieve are more often connected to activities and persons who can buffer family and community difficulties (Clark, 1990).

There are a number of actions that parents can take at home and with the schools and community to strengthen their children's academic achievement. For some, these will come easily, but others will have difficulty doing what is needed. In those cases, schools, organizations in the community, and religious organizations can help provide assistance.

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III. SCHOOL-FAMILY PARTNERSHIPS

First and foremost, schools must become places where parents feel wanted and recognized for their strengths and potential. Too often parents do not feel welcome, a fact which is even recognized by the president of the NEA, Keith Geiger; "The sad fact is that in many instances parents don't feel as if we welcome them in school" (Education Daily, 1994).

School actions can be very powerful in overcoming these perceptions. Schools that help families feel welcome are likely to have more support from parents and motivated students, who learn at higher levels (Epstein, 1991a).

Studies show that school practices to inform and involve parents and families are more important than family characteristics like parent education, family size, marital status, socioeconomic level, or student grade level in determining whether parents get involved with their children's education (Dauber and Epstein, 1989). Unfortunately, both the quality and quantity of family

contacts with the school decline as children get older. During the first grade, over half (52 percent) of the interactions between families and schools are positive, regarding their child's good academic performance, and only 20 percent are negative, regarding their child's poor academic performance. But by the seventh grade, the number of positive contacts drops to 36 percent, and the number of negative contacts rises to 33 percent. The percentage of parents serving as a school or classroom volunteer drops as well, from 33 percent of first grade parents, to 8 percent of seventh grade parents (Prospects, 1993).

For partnerships to work there must be mutual trust and respect, an ongoing exchange of information, agreement on goals and strategies, and a sharing of rights and responsibilities. Principals have a key role in creating a climate within the school among teachers and staff that make parents feel like full partners. But in order for teachers to truly be able to work more closely with parents, teachers must have time to do so. Many teachers say that while they would like to work more with families, they simply don't have enough time in the day.

The role of parents in the education of their children cannot be overestimated. By becoming involved in their local school community, parents can provide the essential leadership which will lead to improvements in educational opportunities for their children.

El papel de los padres en la educacion de sus hijos no puede ser menospreciada. Al participar en sus escuelas locales, los padres pueden proveer el liderazgo esencial mejorar las oportunidades educativas de sus hijos.

- Mexican American Legal Defense Fund

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To promote school-family partnerships, schools can:

Address language barriers. Schools should make accommodations to reach parents whose first language is not English. While translating materials into their native language can be useful for these parents, schools should not rely on written communications alone. Ideally,

These services support the family by making it possible for people to work without worrying because they know their children are involved in constructive learning.

- Joe Jackson, Mayor, Murfreesboro, TN

schools should have a resource person available who can communicate with parents in their native language either through face-to-face meetings or via the telephone. Low-level technologies, like interactive telephone voice-mail systems that have bilingual recordings for parents, are also very useful. The Junior League in Long Beach, California greatly increased attendance at local PTA meetings by offering concurrent translations in both Spanish and Indochinese languages.

Overcome the jargon gap. While teachers like to share their specialized knowledge with concerned parents, parents can experience basic communications problems with the school because of their inability to understand the professional jargon used by school staff. Schools must make every effort to communicate with parents in a straightforward and simple fashion. Some school-parent newsletters have actually begun including a glossary of terms for parents to better understand school improvement efforts.

Reduce mistrust and cultural barriers. Schools can address issues of misperception, distrust, and different cultural styles on the part of both families and teachers by making contacts nonthreatening in neutral settings. These activities might include resource centers, informal learning sessions, home visits by parent liaisons, and meetings off school grounds. Because such problems can run deep, however, more comprehensive approaches are often needed.

The School Development Program created by James Comer (1988, 1989) is an excellent example of a program designed to reduce barriers between the school and home. It assumes that many economically disadvantaged parents and middle-class school staffs are distrustful and alienated from each other. To counter this, the program attempts to engage parents in the schools at three levels: a governance and management team which plans the academic program and improvements to school climate; training for parents to help them understand how to help their children; and workshops, dinners and other school events. These programs can raise achievement and school conduct, and encourage parents to become more involved in their communities by voting more and using community services that they previously mistrusted. The program is now in operation in a 375 school districts in 19 states across the country.

Another step that schools can take to bridge the distance between families and schools is by

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conducting a parent survey to find out concerns and opinions of parents about the school in general. The Linda Vista School in San Diego, California, conducted an extensive parent survey when beginning a comprehensive process to improve the school. To make sure all parents were reached, the school translated the survey into Spanish, Vietnamese, and Hmong, in addition to English. Including families from the beginning of the reform process helped establish a sense of shared responsibility for school improvement. From this survey evolved a school reform process that includes all members of the school community, including parents.

Expand opportunities for contact. Many schools hold evening and weekend meetings and conferences before school to accommodate parents' work schedules. By remaining open in the afternoons, in the evenings and on weekends, schools can promote various recreational and learning activities including adult education and training in parenting, and can create a safe haven against neighborhood crime. The National Education Commission on Time and Learning (1994) recently recommended extended day and year programs to help American students learn more. The Murfreesboro schools in Tennessee are now open from 6:00 a.m. to 6:00 p.m., and there are plans to open a K-8 year-round school. This schedule grew out of a concern by parents and educators about the number of latch-key children in the community. Over 50 percent of the city's 5,000 elementary school students can be found in the program on any given day (National Education Commission on Time and Learning, 1994).

Free transportation and child care can assist parents in low-income and unsafe neighborhoods. Native speakers, interpreters and materials translated in their own language can help non-English-speaking parents participate more fully. A variety of techniques including letters, posters and visits by program staff may be needed to recruit poor parents (Goodson et. al, 1991; Moles, 1993).

A parent liaison or home-school coordinator can develop programs without adding to the tasks of teachers. Programs in 17 sites throughout Tennessee utilized home-school coordinators to visit homes routinely and run weekly parent clubs, helping to build parenting skills and trust between families and schools (Lueder, 1989). Personal contacts, especially from people in the community, are important in encouraging hard-to-reach families to participate (Goodson et al., 1991; Nicolau & Ramos, 1990).

Many of the most effective school-family partnership programs combine multiple strategies. The League of Schools Reaching Out comprises over 70 schools in a national network. These schools have developed parent centers in schools, home visiting programs, mentoring programs, and parent-teacher action research teams in the process of expanding opportunities for school-family contacts (Davies et al, 1991).

Encourage joint family learning. Traditional homework assignments can be converted into more interactive ones involving family members. For example, students might interview

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family members on historical events or their daily work. In the TIPS project (Teachers Involving Parents in Schoolwork) teachers design math and science homework activities for upper elementary students that can be sent home regularly (Epstein & Salines, 1992). Parents are encouraged to comment on the student's success with each assignment. A number of school systems are working with the TIPS model.

The Family Math and Family Science programs are also used in many states. They place parents and their children together in workshops with stimulating joint activities to learn and use at home. Trainers include other parents, school personnel and volunteers from churches and community organizations. Studies show that most parent participants engaged in more learning activities at home with their children, and that most students enjoyed science classes (Fruchter et al., 1992).

Give parents a voice in school decisions.

A part of the family involvement goal explicitly states, "Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability." Many parents may be reluctant to get involved to this extent, especially those with language differences or mistrust of the schools. But this must be an important component of efforts to involve families more, and schools can do this in many ways.

A number of school systems have established new governance arrangements in recent years, including Chicago, where each school has an independent council with strong parent participation, and entire states, such as California and South Carolina, which require school councils with parent representation.

Another widespread program, Accelerated Schools, aims to eliminate the achievement gap in

Parent Centers

Creating parent resource centers in schools devoted to parents' needs signals that parents are welcome in the building. According to a recent study of 28 such centers, they often provide parenting information, conduct classes or workshops for parents, and refer them to social services and child care. Some lend books, tapes and toys, coordinate home visits, and translate materials into other languages. Three-fourths of the centers sponsored meetings involving parents in the governance of schools, and a number also coordinated parent volunteers and parent tutoring of students (Johnson, 1993).

Several states have also created parent resource centers which are devoted primarily to families of children with disabilities. Such centers also provide parenting information, lend toys and books, and provide workshops in special education legislation.

One exemplary parent center is located in Buffalo, New York. The center is centrally located in the downtown area in space donated by the Buffalo Urban League. Parents can drop in the center to make use of materials and resources, or they can take part in a number of programs offered by the center, such as classes in basic computer skills. The center offers parents a safe, comfortable, and inviting environment for learning, which is particularly important for parents who do not yet feel comfortable in a school setting (D'Angelo, 1991).

low-performing schools by reordering curriculum, instruction and school organization. A steering committee and task forces all involve parents. Initial evaluations of schools adopting this program indicate strong gains. Begun in California by Henry Levin, university-based centers now also develop similar programs in other states (Fruchter et al., 1992; Levin, 1989). Teachers and school administrators are often necessary to help make the participatory decision-making process viable by providing regular information and making seminars and workshops easily available to parents.

Use new technology. Schools are using a number of new technologies to communicate with parents and students after school hours. One rapidly spreading arrangement is a district-wide homework hotline to help guide students with assignments. The United Federation of Teachers in New York City has operated a homework hotline for over 12 years. In addition, voice mail systems have been installed in several hundred schools across the country. Parents and students can call for taped messages from teachers describing classroom activities and daily homework assignments. In the "Transparent School" model, parents can also leave messages for the teacher, and an autodialing system can place calls to any set of parents, such as for changes in school or class-related events (Fruchter et al., 1992). Early results from an Indiana evaluation show that with daily messages and active promotion, teacher/parent contact increased by up to 800 percent. Modest gains in homework completion were also noted (Bauch, 1993).

The number of families who use the Internet is also rapidly growing. A number of aspects of the Internet services are becoming dedicated to parents and families. One of these is Fathernet, a compilation of information, research, opinion and policy documents related to the involvement of men in the lives of children. Fathernet is available through personal modems and the internet, and provides an electronic bulletin board to allow fathers and other men to exchange ideas around the role of men in children's lives (Fathernet information, 1994). Another example is the Maine Meeting Place, an electronic network for people with disabilities and their families. Accessible through a phone line, this serves families throughout rural and urban Maine, with special efforts being made to provide low cost terminals so that all families can access the network. Access to the network is also free to all people with disabilities and their families (Maine Meeting Place information, 1994).

IV. COMMUNITIES CONNECTING FAMILIES AND SCHOOLS

Forty-eight percent of Americans feel that people need to look beyond their immediate families for help in raising their children. This number rises to 60 percent when those asked are single parents or lower income families (Mass Mutual, 1989). As communities support families so that parents can get more involved with their children, their efforts pay off. According to research on this topic, families involved with their children are more willing to pay tax money to fund schools.

Often the overall life in a community improves and juvenile delinquency may go down.

Residents with greater stakes in the community stay longer, and better educated residents attract higher paying businesses and increase local tax revenues (Davies, 1988; Henderson & Berla, 1994).

Organizations, agencies, and religious groups are working to make communities safe and drug

free, to reinforce skills related to good parenting, to promote volunteering to serve as mentors, to extend learning opportunities, to link social services with educational programs, and to train parents in leadership and child advocacy. Some have a long history of activities. Many have demonstrated their worth. All focus on critical needs. Communities can have a powerful effect on families and their children, and there are a variety of ways that community groups can help increase family involvement.

Combatting alcohol, drugs, and violence. Each year thousands of our youth become involved in the use of alcohol and other drugs and engage in violent behavior. Over one-fourth (28%) of seniors reported that they had five or more drinks in a row in the past two weeks. Recent statistics indicate that the number of secondary school students who are using illicit drugs is increasing, while the number of students who feel that drug use poses a significant risk is decreasing. Data from the University of Michigan's Monitoring the Future study indicates that slightly over one-quarter of high school seniors, almost one-fifth of 10th graders, and almost one-tenth of 8th graders reported use of marijuana in the past year. The use of other drugs, such as inhalants, LSD, and stimulants, is also on the rise after declining for several years.

Recent data on violence indicate that over the past ten years, threats and injuries to students and the theft and vandalism of student property have been on the rise. Also on the rise has been the number of weapons confiscated in schools. It has been reported that nearly 3

[We need] to help parents understand, in layman's terms, exactly what their children must know and be able to do in order to meet 21st century standards of competency.

-Hugh Price, President of the National Urban League, in his inaugural speech

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million thefts and violent crime occur on or near school campuses every year. This equates to almost 16,000 incidents per school day, or one every six seconds (Department of Justice, Bureau of Justice Statistics, 1991). While the exact number of weapons brought into schools is not known, surveys indicate that approximately 20 percent of all students in grades 9-12 reported they had carried a weapon at least once during the 30 days, and many of these weapons find their way into schools.

While the problem with drug and alcohol use and violence is serious, the future offers a great deal of optimism and hope. We know that drug use and violence can be prevented and that schools can play an integral role in their prevention. The most promising prevention programs are those in which parents, students, schools, and communities join together to send a firm, clear message that violence and the use of alcohol and other drugs will not be tolerated (U.S. Department of Education, 1990). Schools can create clear pathways, choices, and opportunities for success; they can provide role models and mentors; they can inculcate youth with the social skills necessary to cope in today's society in a non-violent manner; they can provide opportunities in after-school hours; and they can develop programs that address the "risk factors" that put youth in jeopardy of engaging in violent behavior. In doing this, schools need to recognize that solving the drug and violence problem is a tremendously complex issue. In order to do it successfully, the entire community needs to be involved, including parents, teachers, and students themselves.

Reinforcing successful parenting skills. Programs for parents may offer parenting education, literacy training, career preparation, early childhood education, monitoring of children's health needs, and referrals for services. High quality programs engage parents early, sometimes before the child's birth, and stress the critical early years of a child's development and the parent's primary role in nurturing that development.

Communities can especially play a role in assisting parent involvement in children's learning before children have entered formal schooling. The widely acclaimed 1960s Perry Preschool Project for 3-4 year olds from low-income families found more school success among participating children and far lower future public service costs than for a similar unserved group (Berrueta-Clement et al., 1984). This project was one of the important forerunners of Head Start which helps parents to be better primary educators and advocates for their children. A soon-to-be-released national evaluation of the Even Start Family Literacy program -- a program designed to help families prepare their children for schooling through early childhood education, parenting education, and adult basic education -- reports that the vocabularies of disadvantaged children increased significantly when their parents took a substantial amount of parenting education. Children whose parents did not receive much parenting education did not show gains (St. Pierre et al., 1994).

Parents as Teachers (PAT) is a Missouri program for parents of children 0-3 years old. It features regular home visits by a parent educator who discusses parenting skills and child development, and ongoing parenting workshops and other exchanges. Missouri legislation

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requires the program in each school district. Those least likely to use PAT are given special outreach, and referrals are made to community services. A study of 37 diverse districts found three-year-old children above national norms on measures of language and school-related success. Parent-child communication also improved and more than half the children with developmental delays overcame them by age three (Fruchter et al., 1992; Pfannenstiel et. al, 1991).

There are also a growing number of programs which focus specifically on getting fathers more involved with their children. Several were highlighted at a recent conference on fathers held by Vice President Gore. One of these, the Philadelphia Children's Network, operates a Father Reengagement Initiative, which helps men engage in activities and begin to provide emotional and financial support for their children.

For school-age children, the National Urban League directs Partners for Reform of Science and Math (PRISM), a comprehensive national initiative to involve parents in local school reforms. A parent selected by each state's PTA becomes a spokesperson on ways communities in the state can be involved. Attractive materials for parents show them strategies for promoting reforms, using community institutions like museums and science centers, and strengthening home learning environments. Leader's guides and videos have also been developed (National Urban League, n.d.).

The MegaSkills Program created by Dorothy Rich (1988) aims to assist parents in helping children develop broadly applicable skills and values like confidence, effort, and responsibility. Workshop leaders from schools, organizations and businesses train parents and other caregivers who then carry out learning activities at home with their children. Several studies show increases in understanding of parents' role in education, time spent with children on schoolwork, and children's school performance (Fruchter et al., 1992; Rioux & Berla, 1993).

Family Service America, an association of over 1,000 community-based service agencies, provides national training and dissemination for Families Together with Schools. This collaborative, research-based prevention and early intervention program involves families of children at risk of drug abuse or school failure in weekly team-led meetings that promote

**A Preschool Program
HIPPY**

HIPPY (Home Instruction Program for Preschool Youngsters) is designed for mothers of 4-5 year olds. It includes a two-year curriculum and materials to help them teach specific skills to increase readiness for kindergarten. Local parent aides visit families twice a month to explain the program and review lessons. On other weeks, mothers, aides and coordinators meet to discuss the lesson topics and parenting concerns. A longitudinal study through grade 10 found that HIPPY improved children's achievement and adjustment in school. It also improved mothers' self-esteem, their involvement in children's education, and their personal interest in further education. (Fruchter et al., 1992; Rioux & Berla, 1993).

quality parent-child time (Family Service America, n.d.).

Families with a child who has a disability have special concerns and often need a great deal of information: information about the disability of their child, about school services, therapy, local policies, funding sources, transportation, medical facilities, and much more (Ripley, 1993). Organizations such as The ARC (formerly the Association for Retarded Citizens), United Cerebral Palsy, and the National Easter Seal Society provide training and support to families in almost every community (NICHY, 1994).

Providing mentoring programs. In mentoring programs, interested persons -- from college students to senior citizens -- offer emotional support, guidance and specific assistance to young people. Because of changes in families and communities, many youth are deprived of adult contacts that help them develop and become responsible adults. A number of mentoring programs sprang up in the 1980s to address this need. A study of Big Brothers/Big Sisters of America, which has organized mentors for many years, noted the importance of detailed screening and supervision of mentors to assure high rates of interaction (Furano et al., 1993). The HOSTS (Help One Student to Succeed) program of mentor/tutorial assistance in reading has been proven successful and used in over 400 sites (Sopris West, 1993).

In 1971, the Teaching-Learning Communities (T-LC) Mentor Program in Ann Arbor, Michigan was established to surround potential dropouts with older volunteers who could offer students the guidance and motivation they need to stay in school. The program proved so successful that today T-LC is operating in 12 elementary, middle, and high schools in Ann Arbor. Currently more than 200 mentors are working with the students on a one-on-one basis from one to five times every week. The majority of mentors serving in the T-LC program are senior citizens recruited from the community. Many of these people are recruited to the program by community organizations and by enthusiastic friends who are already mentors.

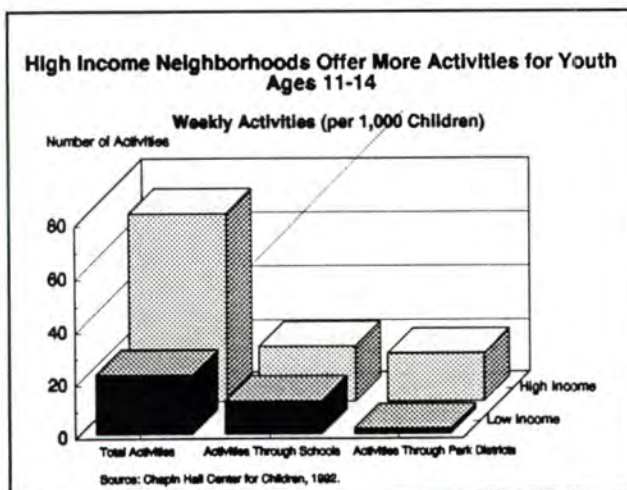
Enlisting community volunteers. During 1987-88 over a million persons volunteered in schools. Some 60 percent of schools reported volunteers, most often in elementary schools, suburban areas, and low-minority locations (Michael, 1990). The PTA, with over six million members, and the Junior League, a national organization of women committed to community service, including education, have provided school volunteers from their ranks for many years. About half the elementary school volunteers were involved with

Black and White leadership must see the interrelated connection between national and personal values, between programs and policy, between community empowerment strategies and politics, and stop the piecemeal approach to helping children and families.

- Dr. James Comer, child rights activist and professor, Yale University

instructional support, whereas in secondary schools extracurricular support was the most common task. An earlier survey estimated that one-third of volunteers were parents, one-quarter older citizens, and about one-fifth each students and business employees. A number of studies have shown positive effects on student achievement and motivation through the use of volunteers as tutors, although little is known about the effects of volunteers in other roles (Michael, 1990). Drawing more volunteers to minority and low-income area schools is a continuing problem.

One undertapped resource of volunteers lies within our senior population. American society today possesses not only the fastest growing, but the largest, best-educated, and most vigorous collection of older adults in our history. Approximately 40 percent of Americans currently over the age of 60 are involved in some kind of voluntary activity if only for a few hours a week. But two programs, the Foster Grandparents Program, and the Senior Community Service Employment Program, both have components specifically aimed at providing supports for disadvantaged or disabled youth achieve at school. In 1992, 23,000 volunteers in the Foster Grandparents Program served 89,000 children through literacy efforts, caring for abused and neglected children, developing child-raising skills with pregnant teens, counseling juvenile delinquents, and aiding children with disabilities. The Senior Community Service Employment Program, Title V of the Older Americans Act, involves over 65,000 older adults nationally in a number of community service areas, including those similar to the Foster Grandparents Program (Freedman, 1994).



Offering summer learning programs. These programs can expand the scope of learning and employ less formal procedures; they often involve institutions and members of the community in new roles: Such programs are important for low-income children because studies show that they suffer serious academic losses over the summer (Heyns, 1978, 1988; Entwisle & Alexander, 1992). This decline is due in large part to the limited academic resources of low-income families and communities. A number of successful summer programs with common attributes have been identified. One in Oak Lawn, Illinois, works with 100 entering high school

freshmen for six weeks each summer. In addition to helping students directly, outreach workers visit homes to build strong communication with families. A full time home/school coordinator also works throughout the year in this Chapter 1 secondary school program (U.S. Department of Education, 1993).

Linking social services. There is growing interest in making sure parents know about and have access to community services for children and their families, since unmet health and welfare needs may limit children's ability to learn. A recent review shows that successful coordinated services make facilities convenient and comfortable, focus on prevention, reflect a sustained commitment from various specialized agencies, and involve participants in extensive planning (Chimerine et al., 1993).

A step-by-step guide for local development of a "profamily system" of education and health services, based on the experience of seasoned practitioners and researchers, describes several community efforts (Melaville & Blank, 1993). The range of services available is a very sensitive issue that is up to the local community and parents to decide. Some communities prefer linking social services in a school; some prefer doing it nearby; others prefer the school have limited referral involvement only.

The Walbridge Caring Communities in St. Louis, based in an inner-city school and nearby church, provide family crisis intervention, substance abuse counseling, afterschool tutoring and recreational activities, and a range of other family services. The Children's Aid Society, a private non-profit organization, has teamed with a New York City middle school (I.S. 218) to provide extended day and Saturday services all year at the school. Programs include academic support, teaching reading and math to new immigrants in their native language, a health clinic including mental health consultations, a parent resource center, and decision-making teams with administrators, teachers, and parents. An interim evaluation of the costs and benefits of the first year's operation showed positive results (Children's Aid Society, n.d.). Another program, *New Beginnings*, in San Diego locates service agencies at an elementary school to focus on meeting a range of family needs in a collaborative fashion.

Neighborhood organizations need to understand young people's and their parents' concerns and involve them in planning and directing activities in order to engage and benefit ordinary youth in inner-city areas. In a three-city study, McLaughlin (1994) noted that leaders of successful neighborhood groups were very flexible, provided a wide range of personal services and personal development opportunities, and offered a sense of security despite neighborhood violence.

One program run by the Congress of National Black Churches, called Project SPIRIT, focuses specifically on instilling qualities of strength, perseverance, imagination, responsibility, integrity, and talent in young, inner-city, African-American males. In place since 1978, this program revolves around daily after-school programs conducted in church facilities by elder volunteers. Program activities include tutoring, role-playing activities to teach practical life skills, snacks, and prayer. There are also weekly parent education sessions which not only provide information on child development and effective parenting techniques, but also help parents become strong advocates for their children both at school and in the community (Carnegie Council on Adolescent Development, 1994).

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Encouraging parent leadership. The Mexican American Legal Defense and Educational Fund has developed a Parent Leadership Program. Primarily targeted on schools in southern California, this program helps Mexican-American parents understand their children's school and the educational system, learn how to assist their children at home, become involved in school decision-making councils, and participate in parent-initiated school projects. In an advanced course they gain organizational skills for working with other parents. Since 1989 over 600 parents have completed the program (Perez-Ortega, 1994).

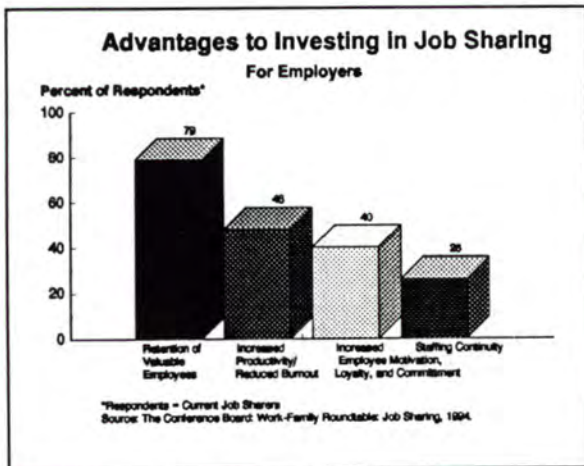
V. FAMILY-FRIENDLY BUSINESSES

Many businesses also recognize the need for families to be involved in education. While a number have been investing in overall school reform, many are now realizing the importance of increasing family involvement. Businesses that are "family-friendly" have policies that include at least one of the following: allowing employees time to get involved with schools; initiating, implementing, or funding programs promoting family involvement; and providing resources to corporations for use with employees. Family-friendly businesses have employees who stay with the job longer and concentrate better on their work, knowing that they have the time or flexibility to see their children more often (cite). Families who realize the importance of helping their children learn will also feel more favorable toward the employer who respects their role as parents enough to allow them to make their children a priority.

"Flexitime" can allow employees to have more flexibility about the beginning and end of the workday. Employees might be required to be at work during core hours, for example, 10 a.m. to 3 p.m., but could come in late or leave early, allowing employees to tailor their hours

to fit a schedule better for their family. Flexitime is an option for twenty-nine percent of employees in the U.S., including those at The Pillsbury Company, Lockheed Missiles and Space Corporation, and Corning Incorporated (Families and Work Institute, in press).

Another type of flexitime is sometimes called "lunchtime flex," where employees work longer hours from start to finish but are able to take longer lunchtimes, allowing them to visit their child at a nearby day care center or school. Forty-seven percent of employees have access to



lunchtime flex. Both IBM and Bank of America are examples of employers that offer a formal lunchtime flex policy.

Employers can also allow employees to work part-time or to job-share. Many employees, including 19 percent of those with young children and 29 percent of women with young children, say they would happily trade a full-time income for a part-time one in order to spend more time with their children (Families



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and Work Institute, in press). In order for part-time work or job sharing to be viable options, employees who use these options must receive pro-rated pay and benefits, and their contributions must continue to be taken seriously. DuPont and NationsBank both offer professional part-time work options, and the Jefferson County Public School System in Kentucky currently has at least ten job sharing positions.

Some employers offer flexible policies specific to education, by allowing parents to be late or absent on the first day of school, or allotting a specific number of hours or days off to participate in school activities. Often these policies include not only parents but other employees as well, thus allowing grandparents, other family members and citizens to help schools and children's learning.

Since work occupies much of the day, many employers use the job site as a forum for family support and education. Approximately 26 percent of large employers offer seminars, often at lunchtime, on a range of parenting issues, including seminars on family involvement. Some employers offer national parenting programs such as Parents as Teachers or HIPPI through the workplace. Others, such as Merrill Lynch and HBO, keep family resource libraries, from which employees can borrow books or videos. Still other employers help by publishing newsletters for parents, providing literacy training, or contracting with parent resource hotlines which employees can call for advice and information on education-related issues.

Employers can also work to improve child care options for their employees, either by providing child care through on- or near-site centers or working to improve child care centers in the community at large. John Hancock Mutual Life Insurance Company is one business that offers on-site child care and school vacation programs for employee children, allowing parents to work on their children's days off. Some businesses, such as Levi Strauss, help employees pay for child care through voucher programs or discounts. And 55 percent of large companies take advantage of federal tax law by offering Dependent Care Assistance Plans, which allow employees to set aside up to \$5,000 of their pretax salaries to put toward child care expenses (Families and Work Institute, in press).

Businesses can also help schools directly. They can form partnerships with schools, and donate money, used equipment or special expertise. Often employees are given time off to volunteer. Employers can fund special projects aimed at improving parent-teacher relationships, such as homework hotlines. There are ways business leaders can get involved in furthering education reform, for example, by serving on task forces investigating new ways to improve parent involvement, or lending the weight of a business to help pass legislation. Some employers have also established schools on their grounds for employees' children.

VI. STATES CONNECTING FAMILIES AND SCHOOLS

Many states have passed laws recently on different aspects of family involvement in education. Some concern parent education or teacher training. Others require the inclusion of parents on school governing boards, parent input to the development of local school policies, or in the creation of policies on parent involvement. Still others have adopted broader reforms like the Comer model or partnerships with universities and businesses (White, 1994). Some focus on the preschool years, as in the Missouri Parents as Teachers program, while others span the range of school grade levels and kinds of parent involvement. A number of states have developed parent partnership programs that include small grants for new activities, family/school coordinators, parent resource rooms and other innovations (Epstein, 1991b). Several examples show how states can create multi-faceted programs.

South Carolina is known for the grassroots way in which it involved parents, educators, and business in developing and implementing a comprehensive reform package that resulted in concrete student achievement gains between 1983 and 1990. Tens of thousands of citizens were involved in the education reform effort through a variety of ways. An opinion poll offered advice on what the general public, parents, and teachers were concerned about and what improvements in education they would support. Regional evening forums gave specific ideas through small group discussions including parents, teachers, citizens, and state and local leaders. An education day in each region of the state placed significant state leaders along with local leaders into every major school district in a region for an entire day to speak about the need for school reform, visit schools, and participate in TV and radio programs. A toll free hotline staffed by volunteers invited citizen to call in with ideas of what should be included in the emerging state school reform package. A proactive speaker bureau gave some 500 speeches during a 5-month period leading up to passage of the legislation. A paid and public service ad campaign was run for several months and highlighted everyday citizens getting involved in their schools and communities to improve their schools. A broad-based panel of state leaders crafted the reform plan on the latest studies suggesting promising practices and policies, the recommendations that came from the forums, speech bureau, and hotline, and expert testimony.

To increase the skills and knowledge of educators, in the late 1980s the California State Department of Education helped school districts and school staffs develop comprehensive programs of parent involvement (Solomon, 1991). In several rounds of seminars across the state, leading researchers and practitioners discussed outreach strategies, constructive home learning activities, and supportive school and district policies and actions.

The State Office of Education and the PTA in Utah have co-sponsored training of parent volunteers who then trained thousands of families across the state in a Family Education Plan. Parents learned how to improve the home learning environment and how to take a greater part in their children's education. Newspaper inserts and weekly public television programs kept a spotlight on the program (Utah Center for Families in Education, n.d.). In addition,

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all schools in Utah enter into an individual work plan with the parents of their students.

Wisconsin has actively promoted family involvement since 1988. It has recently trained 30 teams of educators, parents, and board members from districts across the state, and given them small grants to implement their family involvement plans. A fast-food chain and foundations have funded posters, brochures and awards for families. A newsletter keeps teams in touch (Wisconsin Department of Public Instruction, 1994).

In 1992, the governor of Idaho recognized the importance of supporting family involvement on a statewide level when he signed an executive order allowing state employees to take one hour of paid administrative leave per week, or four hours per month, to volunteer in a school. The number of participants taking this option has grown over the past few years and has created strong working relationships between the state government and schools all across Idaho (Personal correspondence with Secretary Riley, 1994).

Parent training and information centers also exist in each state to assist parents of infants, children, and youth with disabilities. Although the services vary from state to state, typically parents receive training individually and in groups to understand their rights under federal and state law and to develop skills to enable them to be effective members of the team planning an appropriate educational program for their child.

The number of states with recent legislative action, prominent activities, and sophisticated programs suggests a growing awareness of how states can promote connections between families and schools. However, a recent study concluded that most states do not require teachers or administrators to study parent involvement or develop skills to promote it in the course of their training (Radcliffe et al. 1994). Moreover, allocations for state activities have been meager. Yet the cost of

States requiring coursework and/or competency requirements in family involvement in education

Alabama
Alaska
Arizona
Arkansas
California
Colorado
Hawaii
Iowa
Kansas
Kentucky
Minnesota
Montana
New Mexico
New York
North Dakota
Ohio
South Carolina
South Dakota
Tennessee
Utah
Virginia
Washington
West Virginia
Wisconsin
Wyoming

Source: Training for Parent Partnership: Much More Should Be Done, by Radcliffe, B., et al., 1994

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institutionalizing parent partnership efforts is hardly prohibitive. It has been estimated that for about \$25 per student per year a school could develop a viable school/family program including a coordinator, and that \$10 per pupil at the district level and \$5 at the state level would establish a structure to support stronger school and family connections (Epstein, 1991b).

VII. MAKING FEDERAL PROGRAMS SUPPORTIVE

The federal government can also be supportive of positive family-school relationships. The U.S. Department of Education will be a key partner in this national initiative. But all levels and departments of the federal government can help. Only July 11th of this year, President Clinton issued a directive requiring all federal agencies to "encourage and support the

We want to set a standard in the federal government that can spread throughout the American workplace, a standard that keeps families together instead of driving them apart.

-Vice President Al Gore

expansion of flexible family-friendly work arrangements, including: job sharing; career part-time employment; alternative work schedules; telecommuting and satellite work locations" (Memorandum, 1994).

The Department of Agriculture will release this September a brochure for parents called "A Parent's Guide to Healthy Meals," on how parents can get involved in their children's school meals programs.

The Department of Defense provides families with a number of supports run through each of the military service branches and recognized through the

official organization structure. The Department of Housing and Urban Development is working to establish safe study areas for students and families in housing projects, and Health and Human Services is funding efforts to coordinate services in communities.

Working with parent and citizen groups, all agencies of the federal government can assist this effort by providing leadership through their policies and programs to strengthen family involvement. The U.S. Department of Education can especially help to draw attention to this important issue. U.S. Secretary of Education Richard Riley emphasized the importance of family involvement in his State of American Education speech in February, 1994, and he called for a National Family Involvement Partnership, which this white paper supports.

Working in partnership with a coalition of groups dedicated to increasing parent involvement, and civic, religious, and business leaders, this Partnership will put family involvement on the American agenda. It will encourage and help families, schools, communities, and businesses do more to increase family involvement in education by both highlighting examples of current family involvement programs and providing technical assistance to communities.

The Goals 2000 legislation, which explicitly recognizes the need for family involvement with a new goal, provides for the creation of parent information and resource centers. The Goals 2000 Act also requires that parents be represented on state and local panels designing school improvement plans. Chapter 1 of the Elementary and Secondary Education Act requires districts and states to seek parent input in the planning, design and implementation of local programs. There must be annual meetings, timely information, and staff accessible to

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parents. Funds may also be used for activities that encourage contact between families and the Chapter 1 project, involve parents in school activities, and provide tips to parents to assist their children with schoolwork. Under the proposed reauthorization of the Elementary and Secondary Education Act, parents and educators would develop joint pledges to work together and provide the best educational opportunities in home and school settings. The form of the compact and follow-up would be determined locally.

A number of programs funded by the U.S. Department of Education also have family involvement components. Under the Individuals with Disabilities

Education Act (IDEA) the Department funds programs for infants and toddlers that are family-centered and coordinates services across disciplines and agencies as well as programs for preschool and school-age children with disabilities. For example, the National Information Center for Children and Youth with Disabilities (NICHCY) is an information and referral center that provides free information on disabilities and disability-related issues. Similarly, the HEATH (formerly Higher Education and Adult Training for Persons with Handicaps) resource centers provide information for persons with disabilities in postsecondary education. Some of the Department's bilingual education programs focus on family literacy and parent involvement. Even Start funds local projects linking early childhood education (0-7 years) with parenting education and basic adult education to help economically disadvantaged families succeed.

The Department of Education also provides assistance to schools to help them be more family friendly. The new Elementary and Secondary Education Act would establish technical assistance centers for information and assistance to schools on family involvement issues. The Department shares successful examples which can help schools, districts, and states find exemplary models from around the country, and continually funds research on new ideas and practices to improve family involvement. The Department also supports families and education by helping to pay for higher education through grants and low-interest loans, or for technical education through the new School-to-Work law.

Families, Schools, and Learning Compacts

Learning compacts are pledges which define the expectations and shared responsibilities of schools and parents as partners in student success. Some school districts have adopted such agreements, and they are included in the Administration's proposal to reauthorize the Elementary and Secondary Education Act. In Minneapolis, "covenants" are signed by the student, a parent or a caring adult, a teacher or other staff person, the superintendent, and also a school board member, and community members. Each promises to do specific things to further the student's education. Such pledges are seen as a first step to further actions by each participant.

Finally, the Department of Education recognizes the need to make itself a family-friendly workplace. In this effort, the Department holds lunchtime seminars on parenting and working with schools, stages an annual Parenting Fair, and allows employees to have flexible schedules to spend more time at home when their children are or to go into their children's schools for events. All employees are also invited to volunteer at a local school which has been "adopted" by the Department, and the leave time that they use to volunteer is matched by the Department.

All areas of the federal government can help reduce barriers preventing greater family involvement with children's learning. The federal government can use its nationwide presence to draw visibility to this very important issue.

VIII. CONCLUSIONS

This review of research and promising practices on connecting families and schools has shown that the task is both formidable and attainable. It is formidable because of the conditions faced by many families today such as competition for youths' attention, the necessity for both parents to work outside the home, and poverty. It is formidable also because of mismatches between the practices of schools, the skills of their staffs, and the needs and circumstances of many students' families.

But there are hopeful signs that connections between schools and families can be made stronger. Whatever their struggles, parents from all walks of life want their children to succeed and want to work with schools to make this happen. We know how parents can help educate their children for success in school and the future. Many families are doing this already, and with encouragement and help many more can do the same.

The schools play a key role in strengthening these connections because of their ongoing relationship with students. A number of promising and documented school and school district programs have been described here. Through such efforts, schools stand to gain the greater support of parents and see more student progress.

The complexity of raising children today, however, calls for support from all parts of the community. Programs sponsored by community groups and businesses have been noted, but religious institutions, community-service organizations, and human service agencies are also important in strengthening links between families and schools. National voluntary organizations are lending their support. The cities, states and the federal government have supported other examples of what can be done.

For the good of our next generation, we all -- parents, grandparents, uncles, step-parents, and even interested citizens -- must work together to build on existing promising efforts, create sound new approaches where needed, and extend each to communities across the nation. There are no quick fixes. Businesses, places of worship, and community groups must all extend themselves. The U.S. Department of Education sees this collaboration as a long-term commitment and has begun discussions with parent, education, religious, business, and community organizations on how we can work together to strengthen families and strengthen schools to help our young people develop the skills and character to be productive citizens and good neighbors.

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UNITED STATES
DEPARTMENT OF EDUCATION

NEWS

FOR RELEASE
September 1, 1994Contact: Kathryn Kahler
(202) 401-3026**A QUIET CONSENSUS TO IMPROVE AMERICAN EDUCATION**

With public attention drawn to other pressing issues, the Clinton administration, quietly and without much fanfare, has worked with Congress to pass a half dozen major education bills — all with wide bipartisan support.

Inside the beltway, many Washington insiders say they're amazed. Not since the mid-60s, veteran Capitol Hill watchers say, has so much been done for education.

What's going on?

"There's a growing national consensus around two key points -- all children can learn more and all students benefit from the challenge of working hard toward high academic standards," says U.S. Education Secretary Richard W. Riley. "And, we have a President who is deeply committed to education."

Riley pointed to a recent Gallup poll of public attitudes about education that found strong support for the Clinton Administration's education initiatives. "When you ask people if they want challenging academic achievement goals at various grades, more emphasis on work-study and vocational programs for students not going on to college, or opportunities to perform public service work in exchange for help with college expenses, the vast majority says, 'yes,' we support those key aspects of the president's education agenda. These are popular notions and Congress was listening," Riley says. "We passed more good education legislation than in the past 30 years."

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Legislation passed by Congress in recent months has charted a course to achieve the eight bipartisan national education goals, help make schools safer, ease the transition from school to work, refocus education research, redirect funds for disadvantaged students, and make loans available directly to college students.

GOALS 2000: HIGHER STANDARDS FOR ALL STUDENTS

The centerpiece legislation is the Goals 2000: Educate America Act, signed by President Clinton on March 31. A landmark in education reform, the new law commits the nation to eight education goals to be achieved by the year 2000. It provides assistance to communities and states that want to make their schools safer and work toward comprehensive education reform.

"For years we saw piecemeal changes and scattered improvements," Riley says. "Now the focus is on putting the pieces together and building partnerships so students can prepare for the rapid changes and more rigorous job and college entrance requirements they will face."

Mike Cohen, former education head of the bipartisan National Governors' Association, is part of the team Riley assembled to craft education policy. He notes that the Goals 2000 Act is not a federal decree on how to fix education.

"The word 'voluntary' appears in the law dozens of times, and for a reason," Cohen says. "The federal government doesn't train or hire teachers, or write textbooks. But we can provide information to schools, communities and states on effective ways of teaching and learning. We can offer examples of success in education. And, we can provide support for quality schools."

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The absence of tough academic standards has resulted in lowered expectations for students and for educators, adds Under Secretary Marshall (Mike) Smith. "Most schools just don't ask enough of their students. The Goals 2000 Act creates a process to help define what students should know and be able to do in essential subjects. States can develop their own high standards. Getting parents involved, better assessments to measure what students are actually learning, better teacher preparation, more and better use of technology -- these are some of the common elements that we know lead to effective schools," Smith says.

Congress, in fact, added a national education goal citing the importance of improving the teaching force through more effective training.

"Teaching is tough and getting harder," says Terry Dozier, a former national teacher of the year from Riley's home state of South Carolina and now special advisor to the former governor. "To teach to high standards means you must be a master of your subject, as well as be an effective classroom leader and manager. You also have to continue to be committed to the continuous improvement of your practice. That's why professional development is crucial and a vital aspect of Goals 2000."

Goals 2000 also sets aside funds for states to develop ways to better use technology as part of overall school improvement efforts. "That's where technology can be a tremendous ally," says Linda Roberts, the department's special advisor on technology and former senior associate of Congress' Office of Technology Assessment. "As a way of moving information quickly from place to place, as a way of presenting information graphically with high impact, in ways we haven't yet imagined, technology is an integral part of tomorrow's classroom."

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Also included in Goals 2000 is a section that reauthorizes the law that shapes the Education Department's research and data-gathering efforts. "One of the most important things the federal government can do to help schools is support the kinds of research that teachers, principals and parents can use every day to help their children achieve to high standards," says Sharon Robinson, assistant secretary for educational research and improvement and a former teacher and education researcher. "The new law assigns us a critical role as a clearinghouse for information on successful teaching and learning practices. We also want to help give parents the information they need to make the family a center of learning."

Deputy Education Secretary Madeleine Kunin, a former governor of Vermont, puts it this way: "Goals 2000 recognizes that many states and communities have been working to improve education, but often working in isolation and without support. Now we're joining in as a concerned partner, serving as a catalyst to bring together states and communities that want to improve their schools and achieve higher standards."

SCHOOL AS A SAFE LEARNING ENVIRONMENT

But how much can standards, quality teaching or technology matter if the schools aren't safe? After all, no one can learn if the classroom and the playground are out of control.

"That's right," says Thomas Payzant, former San Diego school superintendent and now assistant secretary for elementary and secondary education. "An important aspect of Goals 2000, known as the Safe Schools Act, will make federal funds available to communities to help rid their schools of violence -- and we mean more than just metal detectors and additional security guards. We must begin to prevent violence and teach our

-MORE-

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children ways to resolve disputes peacefully."

But schools can't do that alone, adds Kunin. "That's why it was so essential that the Congress pass the crime bill. Safe schools in safe communities -- they must go together."

SCHOOL-TO-WORK TRANSITION AND LIFETIME LEARNING

High academic standards, in safe, disciplined classrooms certainly are critical. But today, too many students get neither the academic and occupational skills, nor the career information they need, to succeed in college or work.

To address this need, Riley and Labor Secretary Robert Reich joined forces to produce the School-to-Work Opportunities Act and to establish a national system of occupational skill standards within the Goals 2000 Act.

"Bob Reich and I have become good friends, in part because we share a common vision," Riley says. "We agree that we must develop academic and occupational standards and pay more attention to that most critical step -- the move from the classroom to careers. Years from now, many people will look back and recognize the new School-to-Work Opportunities Act as an essential strategy for improving American education and preparing all students for good jobs in the American economy."

The school-to-work law not only provides for improved academic and occupational skills training, but also encourages lifelong learning.

Augusta Kappner, a former community college president and now assistant secretary for vocational and adult education, said everyone will need strong academic and occupational skills and education after high school to compete for jobs of the future. "That education might be in a community college, a technical college, or a four-year institution. The point is, the transitions should be seamless, from high school to further education to employment, or

-MORE-

-6-

from school to employment and then upgrading skills. School-to-Work is the perfect companion to the Goals 2000 Act," Kappner says.

MAKING COLLEGE ACCESSIBLE TO MORE STUDENTS

Higher education also has seen innovative ideas written into federal law in the last year. One of President Clinton's personal favorites -- the National and Community Service Trust Act -- will allow students to work in public service, addressing critical community problems, and receive credit toward college tuition or forgiveness of loans borrowed while in college.

For other students, the new Direct Loan program will make college more accessible. Now available on more than 100 campuses, schools issue the loans directly to students, cutting out the middlemen, thereby reducing costs to students and parents. And, just as importantly, students will be able to pay back the loans as a percentage of their income over time. That allows a recent graduate to take a meaningful, but less lucrative job, and not be confronted with high monthly loan payments. Even borrowers who did not attend direct-loan schools will have the opportunity to refinance their loans and select the new repayment options.

"Another benefit is to taxpayers," says David Longanecker, assistant secretary for postsecondary education and a former director of higher education for the state of Colorado. "We expect to save literally billions of dollars in coming years through the lower default rate that goes with direct lending. It's a win-win situation for students and the public."

IMPROVING AMERICA'S SCHOOLS ACT

Add to the legislative list the Improving America's Schools Act, which reauthorizes and reinvents the \$9.2 billion Elementary and Secondary Education Act, expiring this year.

-MORE-

-7-

The reauthorized act aims to provide states and schools with more flexibility in implementing ESEA programs and to complement state and local reform efforts.

"By redirecting Title I funds, we've tried to make sure that funds intended to provide special help for disadvantaged students actually reach the schools they attend," Kunin says. "For these students, we will end the watered-down curricula, strengthen the entire school day, and offer the extra attention they need to excel."

After all this, one might think it's time for the education secretary to rest on his laurels, but not Riley. "Now the real work begins," he says.

The U.S. Department of Education is awarding the initial Goals 2000 grants to states and the first school-to-work funds to states and communities. College students are starting to benefit from the direct loans. And, AmeriCorps volunteers are beginning to tutor children and serve the nation's communities in a variety of ways. Next year, Riley says, the department will take up the important task of reauthorizing the Individuals with Disabilities Education Act, the Carl Perkins Vocational and Applied Technology Act, and the Adult Education Act.

"So I'm absolutely convinced that I have one of the most important jobs in the country," Riley says. "I have the opportunity -- and responsibility -- to represent the interests of America's children. It doesn't get any better, or more important, than that."

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NOTE TO EDITORS: Following are the eight National Education Goals, codified into law as part of the Goals 2000: Educate America Act.

NATIONAL EDUCATION GOALS

By the year 2000:

- All children in America will start school ready to learn.
- The high school graduation rate will increase to at least 90 percent.
- All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their mind, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.
- United States students will be first in the world in mathematics and science achievement.
- Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
- The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Statement by Samuel G. Sava, Executive Director
National Association of Elementary School Principals
September 20, 1996
National Distinguished Principals Program
Washington, D.C.

Earlier this week, Congress tossed in the towel on a fight with the White House: It agreed to restore \$2.3 billion in education funds that President Clinton had insisted on. Most of these funds were for purposes important to K-8 educators: for low-income children, and for special education.

Over the years, I have been careful to keep our Association in a non-partisan stance. It is not our business to side with Democrats or Republicans, but to work with whomever our citizens elect to public office. On this occasion, however, I observe that our schools will receive these additional funds only because President Clinton and Secretary Riley refused to surrender.

I want to thank the President for his strong, unwavering support for education. We look forward to continued cooperation with the President and the Secretary on initiatives they propose, especially on such basic skills as reading and writing. To the degree that school principals can improve such initiatives, NAESP will always be eager to offer our members' knowledge and experience.

AUG 12, 1996

N3784

LUCE PRESS CLIPPINGS



First lady visits with principals

Stratham Memorial School Principal Karen Soule and Peggy McAllister, executive director of the New Hampshire Association of Elementary School Principals, met with Hillary Clinton recently while attending a national conference for school principals.



Susan Maddocks

Soule and McAllister were in Washington, D.C. with 200 colleagues from around the country for the annual leadership conference of the National Association of Elementary School Principals (NAESP). The conference brought together the leaders of NAESP's affiliate associations. NAESP President Carole Kennedy, principal of New Haven Elementary School in Columbia, Mo., presented Mrs. Clinton with an award recognizing her unwavering dedication to the children of America. Soule, who is the New Hampshire principal association's representative to the NAESP, and McAllister brought their

colleagues up-to-date on educational issues in New Hampshire, and attended sessions on NAESP's national education policies. They discussed issues ranging from special education and education funding to Title I, Safe and Drug-Free Schools and the Eisenhower Grants.

While in Washington, Soule joined other educators on a trip to Capitol Hill to speak with members of New Hampshire's congressional delegation. She and a group of principals talked with Rep. Bill Zeff and Sen. Judd Gregg. Soule also met with staff from the offices of Rep. Charles Bass and Sen. Bob Smith.

Discussions at these meetings centered on keeping the needs of children first as the Congress works on legislation affecting education.

The Barrington Firemen's Association has established a post-high school scholarship fund that will benefit town residents.

Preference will be given to individuals who have demonstrated outstanding service and sincere interest in their community.

The purpose of this scholarship is to honor and keep alive the memory of Capt. Leroy Miller, who "gave willingly of his time, knowledge and abilities to the Barrington Fire Department and his town," according to a press release from the association.

Approximately \$1,000 in scholarship money will be awarded this year.

Midlothian, IL
Beverly News
Chicago
Met Area

Thursday

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AUG 15, 1996

N23546

LUCE PRESS CLIPPINGS

ALL AROUND ALSIP

By
Carol Jagust
388-4541

Office Julie Siegel, dispatcher Marlene Humphrey, Officer Cynthia Santolin and Sergeant Pat McDonald, of the Alsip Police Department recently participated in the 11th annual Illinois Law Enforcement Special Olympic Torch Run. With the assistance of several local businesses, the department members raised funds for the Illinois Special Olympics.

Jerry V. Vrshek, principal of Lane School met First Lady Hillary Rodham Clinton, when she was presented with an award for distinguished service to America's children. Mrs. Clinton spoke at the annual summer leadership conference of the National Association of Elementary School Principals (NAESP) held in Washington, D.C. in July.

Reliable Fire Equipment Company, of Alsip, recently sent four employees to Medic First Aid. Lynn Hare, Jerry Hogeland, Rosalie Monaco and Daniel Ritchie are Reliable's first CPR and first aid instructors, receiving certification as OSHA compliance instructor/trainers.

More than 80 artists and crafters have enthusiastically agreed to take part in the first National Multiple Sclerosis Society's festival of arts and crafts. This exciting new fundraising event will be held the weekend of Sept. 28th and 29th, in the Merner Field House at North Central College, 450 S. Brainard Ave., Naperville. About 20 percent of the artists and crafters scheduled to display their talents either have a family member with MS or have MS themselves. Pat Lewis of Alsip is an exhibitor whose laminated special-occasion poetry wall plaques are done to perfection making them a perfect gift. She never allows MS to mar her creativity which shows in her pieces. For additional information on the festival of arts call (312) 409-8524.

Moraine Valley Community College will offer several General Education Development (GED) and English as a Second Language (ESL) classes in Blue Island beginning in September. Classes will be held on Thursdays from 6:30 to 9:45 p.m. at Eisenhower High School, 12700 S. Sacramento. Classes begin Sept. 5th. Spanish GED will be held on Mondays and Wednesdays from 6:30 to 8:30 p.m. at the Southwest YMCA, 3801 W. 127th St., Alsip. These classes begin Sept. 16th and are taught in Spanish. ESL classes will be held on Mondays through Thursdays from 9:30 a.m. to 11:30 a.m. at the Blue Island Metropolitan Services, 13136 S. Western Ave. These classes begin Sept. 9th. For more information, including registration information call Moraine Valley at (708) 974-5340.

AUG 8, 1996

P3746

EDGE PRESS CLIPPINGS

McCook principal meets First Lady

WASHINGTON, D.C. — McCook Elementary School Principal Bob Ridenour was among those in attendance when First Lady Hillary Rodham Clinton received a distinguished service award.

Ridenour was in Washington with 200 colleagues from across the United States for the annual leadership conference of the National Association of Elementary School Principals.

This conference brings together the leaders of the organization's affiliate associations from all 50 states and the District of Columbia.

Mrs. Clinton received an award for distinguished service in recognition of her unwavering dedication to children.

Ridenour, who is Federal Relations Coordinator of the Nebraska Association of Elementary School Principals, brought colleagues up to date on education issues in Nebraska, and attended briefing sessions on NAESP's national education policies.

Principals asked Congress to update the 21-year-old Individuals with Disabilities Education Act, which assures that disabled children have a free and appropriate education. The school leaders want the law changed to require that all children follow the same discipline code, unless a discipline violation is a result of the child's disability.

Under current law, a disabled child who has been suspended for a violent act may be back in the classroom in 10 days. In the increasingly violent climate of the 1990s, principals say they need the authority to keep all children in their schools as safe as possible.

With regard to educational funding, principals urged Congress to increase 1997 federal



Hillary Clinton and Bob Ridenour, McCook

funding, especially in the following programs:

■ Title 1, which provides schools with funds to give extra tutoring help in basic skills for poor and disadvantaged children

■ safe and drug-free schools, which help schools pay for programs and personnel to teach children about the hazards of drugs:

■ Head Start, which provides preschool for needy young children so that they are ready to learn when they enter school.

Regarding vouchers, the NAESP is opposed to school vouchers for several reasons. The organization believes that diverting public funds to pri-

These concerns were discussed by Ridenour and other principals when they met with Rep. Bill Barrett, Rep. John Christensen, and Sen. Bob Kerry on Capital Hill.

vate and parochial schools would reduce the amount available for the majority of the nation's children who attend public schools. Further, under the voucher system, schools, not parents, have the choice of whether or not a child will be enrolled. The organization believes that private schools that receive vouchers are not held accountable for their expenditure of these public funds.

Statesboro principal represents Georgia at national conference

By Al Hackle
Herald Staff Writer

Dale Wilkinson, principal at Mattie Lively Elementary School in Statesboro, is making new acquaintances as president of the Georgia Association of Elementary School Principals.

At the National Association's leadership conference in Washington, D.C., Wilkinson helped bring Georgia school innovations to a national audience. He also discussed education, and Georgia, with first lady Hillary Rodham Clinton.

Wilkinson became president of the GAESP July 1. He attend-

ed the conference July 22-28 with GAESP Executive Director Donella Lowery, Publications Chair Mary Perry, and President-Elect Mary Raley from Sixes Elementary School in Cherokee County.

All 50 states were represented, but Georgia's was one of five state delegations asked to make a presentation.

"We talked about our quality of education, how good our teachers are and how well they teach, and we talked about a lot of the stuff that the lottery is providing for us, like technology," Wilkinson said.

"We seem to be ahead of most all the states in technology, and they were quite interested in how we were doing that, what we were doing with our satellite capabilities that all the schools have and the actual number of computers that are being put in the classrooms."

Every school in Georgia now has a satellite TV receiver. Most schools, such as Mattie Lively Elementary, have connected sets only in one classroom or library.

The Georgia delegation also explained the HOPE scholarship

WILKINSON Continued on page 6A



SPECIAL PHOTO

Dale Wilkinson, principal of Mattie Lively Elementary, meets first lady Hillary Rodham Clinton at the summer leadership meeting of the National Association of Elementary School Principals.

Wilkinson From Page 1

program. Georgia is the first state to offer full scholarships to all college students with B averages and to all technical school students.

President Bill Clinton has proposed a federal program called America's Hope. Unlike Georgia's HOPE, the federal program will offer only tax breaks for parents sending children to college.

Wilkinson told the principals about Student Instructional

Assistance. Georgia's government funds SIA to provide more one-to-one teacher attention in kindergarten through fifth grade.

At Mattie Lively Elementary, an SIA teacher goes to five classrooms each day for one hour each. This teacher brings help for students who are falling behind and enrichment for those who can move ahead.

While in Washington, the principals visited members of Congress.

The National Association of Elementary School Principals is asking Congress to revise the 21-year-old Individuals with Disabilities Education Act. The NAESP wants the law to require that all children follow the same discipline code unless a violation results from a child's disability. Under current law, a

disabled child suspended for a violent act often must be allowed back into the classroom in 10 days.

The principals also urged increases in federal funding for the Safe and Drug-Free Schools program, Head Start preschool, and Title I, which pays for tutoring in basic skills.

Hillary Rodham Clinton spoke to the group July 26.

"Her message basically was that public education is good, that she and the president know it's good and that it's time that we started telling everyone that public educators know what they're doing and that the businesses and politicians need to stop the bashing," Wilkinson reported.

The NAESP gave Clinton an award for distinguished service to children.

"Most people don't know that she was very active in public education in Arkansas," Wilkinson said. "She has always been an advocate for children and the education process."

Wilkinson met Clinton to be photographed with her. She had just returned from the Atlanta Olympics.

"She... expressed to me personally how much that she enjoyed Georgia and that it was a very beautiful state," he said.

Wilkinson had also attended the national conference last year as the GAESP's president-elect.

"You know, I go to these national meetings and I'm always glad I'm from Georgia when I get finished," he said. "We have a lot of good things going on in Georgia."

Washington, D.C., hears from Sally Leet

• The Milwaukie elementary principal discusses educational issues with Oregon's top politicians

By Gregory P. Dorr
Clackamas Review

Ardenwald Elementary Principal Sally Leet came back from Washington D.C. last week enthusiastic about the future of Oregon's public schools.

Leet visited the nation's capitol as one of four delegates from the Oregon Elementary School Principal's Association (OESPA) to participate in the annual leadership conference of the National Association of Elementary School Principals. In the process she got a chance to chat with the likes of Senators Mark O. Hatfield (R-Ore.) and Ron Wyden (D-Ore.), Representatives Jim Bunn, Elizabeth Furse, Earl Blumenauer, Peter DeFazio and Wes Cooley, and met with First Lady Hillary Clinton.

PROFILE

"It's not often public educators meet those people and feel they actually listened," Leet said, impressed with the responsiveness of Oregon's highest level of politicians. "It was fascinating meeting with these people."

Leet, accompanied by OESPA President Bob Goerke of Medford, President-Elect Kathleen Mathson of Eugene, and National Representative Barbara Peterson from the David Douglas School District in Portland, briefed Oregon's congressional delegation on pressing educational issues.

OESPA's calling for an updating of the 21-year-old Individuals With Disabilities Act (IDEA) which is frustratingly lenient on discipline violations by children with disabilities.

"If a kid with a disability threatens another kid with a knife, it has nothing to do with the fact that he has trouble reading," Leet said, and yet IDEA demands insufficient punishment for such actions, a growing problem in an increasingly violent school climate.

Also on OESPA's agenda was arguing against the diversion of public funds through vouchers toward subsidizing private and parochial schools.

During the conference, Hillary Clinton was presented with an award for distinguished service to America's children, which Leet said she earned for her support of Head Start, children's health care issues, and special attention to the parent's role in educating a child.

"She's a strong proponent of parents reading to kids, the impact that can make," Leet said. "She was very articulate."

Leet said Clinton spoke of the benefits to a child whose parents pay them that special attention when education is involved. "She said she and Bill would bring her [Chelsea Clinton] to school on the first day of every year, no



Photo courtesy SALLY LEET

Ardenwald principal Sally Leet met with First Lady Hillary Clinton when representatives of Oregon Elementary School Principals travelled to Washington to discuss education issues.

matter what they were doing." Leet added, laughing, "Until eighth grade, when Chelsea finally said, 'Can we drop this? I don't want you guys here.'"

Leet said Clinton also encouraged principals to become more involved in promoting and repairing the image of public schools.

"We need to start being our own PR people," Leet said. "Educators traditionally haven't done that."

Leet said her meeting with national legislators stressed that point.

"Right off the bat, it makes me realize how important the democratic process is," She says. "It's based on information. We're re-

sponsible as a school to provide information to people making decisions for us. And we haven't been doing that."

Leet said this lack of information has helped create misconceptions about the quality of public education in the State of Oregon.

"Washington D.C. has one of the most expensive, and worst public school systems, and that's what they see every day. They need to get into schools in their own state.

"I feel passionate about how successful our public school system is," she continued. "In our school alone, we had a 95% [parental] approval rating. How many public programs can say that?"



Courtesy photo

Cheering for schools: Luther Schumacher, principal of C.C. Lee Elementary School in Aberdeen, recently attended a national convention in Washington, D.C., and met first lady Hillary Rodham Clinton.

Principal lobbies in Washington

By Susanna Loof
American News Writer

Washington listens to South Dakota. That is the impression C.C. Lee Elementary School Principal Luther Schumacher got from his and others' lobbying efforts at Capitol Hill. Schumacher was one of 200 elementary principals participating in the National Association of Elementary School Principals annual convention from July 25 to July 27.

Schumacher, president of the South Dakota Association of Elementary School Principals, and South Dakota's two other representatives at the conference, spent an afternoon discussing education issues with Sens. Tom Daschle and Larry Pressler and Rep. Tim Johnson and their aides.

One issue Schumacher addressed concerned problems that occur when educators aren't informed about what's going on with their funding.

One issue Schumacher addressed concerned problems that occur when educators aren't informed about what's going on with their funding.

"We feel strongly that we shouldn't be held hostage when budgets ... are put on hold," he said.

An example of how the federal budgeting problems can affect South Dakota occurred last year, when confirmations of two federal grants for funding of Native American programs were delayed four months, Schumacher said.

"At least they should let us know what's going to happen," he

said.

The South Dakota delegation also addressed issues that the National Association of Elementary School Principals lobby for, including opposition to school vouchers.

"School vouchers could weaken the public system," Schumacher said.

Implementing a school voucher system would take too much money from the public system, Schumacher said.

One of the highlights of the conference was a speech by first lady Hillary Rodham Clinton, he said. She was an eloquent,

knowledgeable and very supportive speaker, Schumacher said. Her speech focused on the importance of education, he said.

"Our country is so dependent on a good educational system. That's the only way to provide success for all. If not us, then who? I think that's what I remember most from her speech," Schumacher said.

All 200 delegates also shook hands with the first lady. A photographer was documenting the handshakes, which took about an hour. The photographer had to switch film rolls when Schumacher was shaking hands with her, and he got to talk to her a little more beyond a greeting.

"She asked where I was from, and I told her that. It came to my mind that this is the Pheasant Capital of the world, so I said that," he said.

Donella Lowery meets First Lady

SPECIAL TO CITIZEN-NEWS

At a Washington D.C. educational leadership meeting of school principals, Donella Lowery, executive director of Georgia Elementary School Principals (GAESP), met First Lady Hillary Rodham Clinton.

Lowery was in Washington along with 200 colleagues from across the nation for the annual leadership conference of the National Association of Elementary School Principals (NAESP). The conference brings together the leaders of the NAESP's affiliate associations from all 50 states and the District of Columbia. NAESP President Carole Kennedy presented to Mrs. Clinton the Award for Distinguished Service to America's children in recognition of her unwavering dedication to children.

During the three day meeting Lowery, and other GAESP leaders led a discussion group on association membership and visited with Georgia congressional leaders. The principals were honored at a reception at the State Department in recognition of NAESP's 75th year, and heard presentations on leadership techniques and presentation skills. They also attended briefing sessions on NAESP national education policies. Among them were special education and educational funding.

Principals asked Congress to update the 21-year old Individuals with Disabilities Education Act (IDEA), which assures that disabled children have a free and appropriate education. The school



Contributed photo

Donella Lowery, right, met first lady Hillary Rodham Clinton during the annual leadership conference of the National Association of Elementary School Principals in Washington, D.C.

leaders want the law changed to require that all children follow the same discipline code, unless discipline violation is a result of the child's disability. (Under the current law a disabled child who has been suspended for a violent act may be back in the classroom in 10 days.) In the increasingly violent climate of the 1990s, principals need the authority to keep all children in their schools as safe as possible.

Principals urged Congress to increase 1997 federal funding, especially in the programs of Title 1, safe and drug free schools, head start and vouchers.

Title 1 provides schools with funds to give extra tutoring help to basic skills for poor and disadvantaged children; safe and

drug free schools helps schools pay for program and personnel to teach children about the hazards of drugs; and head start provides preschool for needy young children so that they are ready to learn when they enter school.

NAESP is opposed to school vouchers for several reasons. Diverting public funds to private and parochial schools would reduce the amount available for the majority of the nation's children who attend public schools. Further, under the voucher system, schools, not parents, have the choice of whether or not a child will be enrolled. And private schools that receive vouchers are not held accountable for their expenditure of these public funds.

Workers needed to assist with fall clean-up projects

The Senior Services Chore Project needs both paid and volunteer workers for fall yard raking, housecleaning, gutter cleaning, window washing and minor home repair. The project assists senior citizens and disabled persons who live in District 281, enabling them to remain in their homes. Flexible hours are available; transportation is necessary. Students 14 years and older and adults are needed. Pay is \$7-\$8 per hour. Applications are available at Senior Services, Room 105, RHS Resource Center, 3730 Toledo Avenue North, Robbinsdale, 8:30 a.m.-5 p.m. For more information, call Gina Carpenter, Chore Project associate, at 522-0850.

Health requirements must be met to attend school

All children attending school must be in compliance with Minnesota's immunization law — MS 123.70 — which requires immunizations for diphtheria, tetanus, pertussis, polio, measles, mumps and rubella, or the appropriate exemption. *Children will not be allowed to attend school until they meet the requirements of the law.*

Registration still open for new students

Children who have not yet registered for the 1996-97 school year should do so as soon as possible. Families who have just moved into the district or who have a child entering kindergarten should register immediately at the nearest elementary, middle or high school, depending on the child's age. For more information on registration, call 504-8033.

Board sets meeting schedule

The following is a listing of District 281 regular school board meetings through December 1996. (The schedule for January-June will be printed in a future edition of *Vital Link*.) Unless otherwise posted, all meetings will be held at 7 p.m. in the third floor board room of the Education Service Center, 4148 Winnetka Avenue North, New Hope.

September 16 November 18
October 21 December 2

Schools offer numerous volunteer opportunities

Volunteer opportunities are always available in District 281 schools. Here are a few of the ways you could help:

Be a reading volunteer and help students in grades K-four for two hours a week. Work with individual students one-half hour each to implement a written lesson plan which includes oral reading, vocabulary drill and creative writing.

Use your drawing skills and work with fifth grade students to help them develop stronger techniques. Spend an hour a week for eight-10 weeks.

Play games, teach new skills, help with art projects or read stories to children in grades K-four in the Adventure Club program. Spend two to four hours a week, ongoing.

Help care for infants and young children while their parents are in academic and parenting classes, once a week for two to three morning hours.

Senior adults — spend time with kindergarten students and work with teachers to develop activities to encourage parent involvement.

If you would like more information or want to volunteer for one of these opportunities, call Volunteers In Action, 522-0293.

Principal meets the First Lady



Robert Ziegler, principal of New Hope Elementary School, met with First Lady Hillary Rodham Clinton, at a summer leadership meeting of the National Association of Elementary School Principals, (NAESP) in Washington, D.C. The 27,000-member association honored Mrs. Clinton with its "Distinguished Service Award" for her years of dedication to children. The Leadership Conference was held July 25-27, 1996. Ziegler is president of NAESP's Minnesota affiliate.

1996 Career Carnival will be at RCHS

This year's Career Carnival will be held at Robbinsdale Cooper High School on Monday, November 11, from 5:30-8:30 p.m. Students in grades nine-12 and their parents can talk with career professionals in the areas of arts and communication, business and information technology, engineering and manufacturing technology, environmental and natural resources technology, and health and human services. The event is co-sponsored by counselors and career educators from Robbinsdale Area Schools, the Anoka, Brooklyn Center and Osseo school districts, and Intermediate District 287. For more information, contact your school counselor.

AUG 14, 1996

N18868

LUCE PRESS CLIPPINGS

Oak Mountain Elementary principal meets First Lady

At a Washington, D.C., leadership meeting of school principals, Evelyn Blake, principal of Oak Mountain Elementary School, met First Lady Hillary Rodham Clinton, when she was presented with an award for distinguished service to America's children.

Blake was in Washington along with 200 colleagues from across the United States for the annual leadership conference of the National Association of Elementary School Principals (NAESP).

NAESP President Carole Kennedy, principal of New Haven Elementary in Columbia, Mo., presented the award to Clinton in recognition of her unwavering dedication to children.

Blake, who is president of the Alabama Association of Elementary School Administrators, brought colleagues up to date on education issues in Alabama and attended briefing sessions on NAESP's national education policies. Along with other principals from Alabama, Blake discussed concerns on Capitol Hill in meetings with Rep. Tom Bevill and Sen. Richard Shelby as well as members of the staff of

Sen. Howell Heflin and Rep. Sonny Callahan. Discussions centered on keeping the needs of children first during their deliberations.

During the three-day meeting, the principals also heard presentations on leadership techniques and presentation skills and made a special visit to the U.S. Department of State Diplomatic Rooms.

The Alabama Association of Elementary School Administrators serves about 600 members. Blake was elected to a four-year term of office, beginning as vice president in 1994.

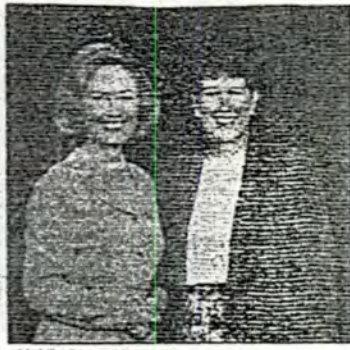
She was president elect in 1995, and was installed as president at the end of June 1996.

Blake has been principal of Oak Mountain Elementary School since it opened in fall 1990. Under her leadership, the school was recognized as a National Blue Ribbon School in 1994.

Blake was recently presented the ACSAS Leadership Award, the highest recognition given by the Alabama Council of School Administrators and Supervisors, which represents more than 2,000 members.



Oak Mountain Elementary Principal Evelyn Blake meets with First Lady Hillary Rodham Clinton at the NAESP meeting in Washington.



MEETING THE FIRST LADY: Two area elementary school principals met first lady Hillary Rodham Clinton during a conference in Washington, D.C. Ellie Jo Rich of Sumrall Elementary, photo at left, and Carolyn McGehee of Richton Elementary, photo at right, pose with Rodham Clinton.

Principals attend national conference

From Staff Reports

WASHINGTON, D.C. — Two area school principals recently met Hillary Rodham Clinton during a leadership conference in Washington, D.C.

America's first lady was presented with an award for distinguished service to America's children by the National Association of Elementary School Principals.

Ellie Jo Rich, principal of Sumrall Elementary School, and Carolyn McGehee, principal of Richton Elementary, represented the Mississippi Association of Elementary School Principals at the annual conference, which brings together the leaders of NAESP's affiliate associations from all 50 states and the District of Columbia.

NAESP President Carole Kennedy, principal of New Haven Elementary in Columbia, Mo., presented the award to the first lady in recognition of her unwavering dedication to children.

Rich said there wasn't much chance to get chatty with Rodham Clinton.

"It was such tight security and there were over 200 principals," she said. "I thought it was gracious of her to agree to have her picture made with all of us. I just said 'hello, how are you,' and that was the extent of it."

"She did a wonderful job, she was very supportive of educators," McGehee said.

Rich, who is president of the Mississippi Association of Elementary School Principals, brought colleagues up to date on education issues in Mississippi, and attended briefing sessions on NAESP's national education policies, including special education, education funding and vouchers.

Sumrall
Incorporated in 1903
Population: 903

Richton
Incorporated in 1905
Population: 1,034

"It was a wonderful experience," said McGehee, who is vice president of the state organization. "We were just able to network with folks from around the country and talk about problems that are similar and how they solve them."

Established in 1921, the National Association of Elementary School Principals serves 27,000 elementary and middle school principals in the United States, Canada and overseas.

Rich said the principals were treated like dignitaries. They met with their state senators on Capitol Hill and attended receptions and dinners in the Diplomatic Room of the State Department and other Washington sites. Her only complaint was that the tight schedule left little time for pure fun.

"There was no time for sight-seeing or shopping. It was strictly work," she said.

Rich and McGehee were impressed by the reception at the State Department.

"They have a wonderful collection of early American things that are important, like Thomas Jefferson's desk," McGehee said.

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LUCE PRESS CLIPPINGS

Auburn principal attends conclave, meets first lady

WASHINGTON, D.C. — At a leadership meeting of school principals, Tom Deschaine, principal of the Sherwood Heights School in Auburn, met first lady Hillary Rodham Clinton when she was presented an award for distinguished service to America's children.

Deschaine was in Washington along with 200 colleagues from across the U.S. for the annual conference of the National Association of Elementary School Principals.

Deschaine, who is president of the Maine Principals' Association, brought colleagues up to date on education issues in Maine and attended briefing sessions on NAESP's national education policies. These include:

Special Education: Principals asked Congress to update the 21-year-old Individuals with Disabilities Education Act, which assures that disabled children have a free and appropriate education.

The school leaders want the law changed to require that all children follow the same discipline code, unless a discipline violation is a result of the child's disability. (Under current law a disabled child who has been suspended for a violent act may be back in the classroom in 10 days.)

In the increasingly violent climate of the 1990s principals need the authority to keep all children in their schools as safe as possible.

Education Funding: Principals urged Congress to increase 1997 federal funding, especially in the following programs:

Title I, which provides schools with funds to give extra tutoring in basic skills for poor and dis-

advantaged children;

Safe and Drug-Free Schools, which helps schools pay for programs and personnel to teach children about the hazards of drugs;

Head Start, which provides preschool for needy young children so that they are ready to learn when they enter school.

Vouchers: NAESP is opposed to school vouchers for several reasons. Diverting public funds to private and parochial schools would reduce the amount available for the majority of the nation's children who attend public schools.

Further, under the voucher system, schools, not parents, have the choice of whether or not a child will be enrolled. And private schools that receive vouchers are not held accountable for their expenditure of these public funds.

Along with another principal from Maine, Deschaine discussed these concerns on Capitol Hill in meetings with Rep. John Baldacci, Rep. James Longley, Sen. Olympia Snowe, and with Vicky Blatter of Sen. Cohen's staff. Discussions centered on keeping the needs of children first during their deliberations.

During the three-day meeting, the principals also heard presentations on leadership techniques as well as presentation skills, and had a special visit to the U.S. Department of State Diplomatic Reception Rooms.

Established in 1921, the National Association of Elementary School Principals serves 27,000 elementary and middle school principals in the United States, Canada and overseas.



First Lady Hillary Rodham Clinton poses with Tom Deschaine, principal of Sherwood Heights School in Auburn. Deschaine met the first lady while he was attending a conference of the National Association of Elementary School Principals in Washington, D.C.

Situaries

Barthel

Services for Agnes M. Barthel, St. Theresa's Care Center, St. Alphonsus Catholic Church, Monday, July 29, 1996.

She was in the St. Michael Cemetery.

Barthel died Thursday, July 27, 1996, in Rockford, Illinois. She was born in Rockford on Aug. 14, 1907. She was preceded in death by husband Raymond LeRoy, daughter Mary Ann and grandsons.

Survivors include sons Gerald and Dennis (Kathy), both of Rockford, daughters Dorothy (Dorothy) and Korus of Brooklyn, Richard (Richard) Gill of Rockford, Leona Barthel of Rockton, Marlene Olson of Rockton, DelRose (DelRose) of Rockton, Leora (Ted Jones) of Rockton, Audrey (Clarence Lehman) of Rockton, 35 grandchildren, 46 great-grandchildren, three great-great-grandchildren and many other relatives and friends.

Husted

Services for Vernon C. Husted, Howard Lake, formerly of Rockford, were Friday, Aug. 2, 1996, at 11 a.m. at Faith Presbyterian Church, 12007 Excelsior Blvd., Rockton, Illinois.

He was in Glen Haven Memorial Home, Crystal Lake, Illinois.

Mr. Husted was preceded in death by his wife, Alice Husted; father, Vernon Husted and sister, Beverly Husted.

He is survived by his son, Darcy Husted of Glencoe; daughters, Beverly Husted of Corcoran and Muriel Husted of Excelsior; two sisters; nieces and nephews.

Funeral services will be held at 11 a.m. at Faith Presbyterian Church, 12007 Excelsior Blvd., Rockton, Illinois. Burial will be in Rockton Cemetery. Flowers, memorials are appreciated.

Paul's service a social

Services at Paul's Lutheran Church of

Rockford resident meets First Lady during conference Principals gather for leadership session in D.C.

At a Washington, D.C., leadership meeting of school principals, Rockford resident Robert Ziegler, principal of New Hope Elementary School in New Hope, met First Lady Hillary Rodham Clinton, when she was presented with an award for distinguished service to America's children.

Ziegler was in Washington along with 200 colleagues from across the U.S. for the annual leadership conference of the National Association of Elementary School Principals (NAESP). The conference brings together the leaders of NAESP's affiliate associations from all 50 states and the District of Columbia. NAESP President Carole Kennedy presented the award to Mrs. Clinton in recognition of her unwavering dedication to children.

Ziegler, who is president of the Minnesota Elementary School Principals' Association (MESPA) brought colleagues up to date on education issues in Minnesota, and attended briefing sessions on NAESP's national education policies. These include:

- **Special Education.** Principals asked Congress to update the 21-year-old Individuals with Disabilities Education Act (IDEA), which assures that disabled children have a free and appropriate education. The school leaders want the law changed to require that all children follow the same discipline code, unless a discipline violation is a result of the child's disability. (Under current law a disabled child who was been suspended for a violent act may be back in the classroom in 10 days.) In the increasingly violent climate of the 1990s, principals need the authority to keep all children in their schools as safe as possible.

- **Education Funding.** Principals urged Congress to increase 1997 federal funding, especially in the following programs:

- Title I, which provides schools



Rockford resident Robert Ziegler, principal of New Hope Elementary School, met First Lady Hillary Rodham Clinton last month at a summer leadership meeting of the National Association of Elementary School Principals in Washington, D.C.

- with funds to give extra tutoring help in basic skills for poor and disadvantaged children;

- Safe and Drug-Free Schools, which helps schools pay for programs and personnel to teach children about the hazards of drugs;

- Head Start, which provides pre-school for needy young children so that they are ready to learn when they enter school.

- **Vouchers.** NAESP is proposed to school vouchers for several reasons. Diverting public funds to private and parochial schools would reduce the amount available for the majority of the nation's children who attend public schools. Further, under the voucher system, schools, not parents, have the choice of whether or not a child will be enrolled. And private schools that receive vouchers are not held accountable for their expenditure of these public funds.

Along with other principals from Minnesota, Ziegler discussed these concerns on Capitol Hill in meetings with Representative David Minge, Democrat; James Ramstad, Republican; U.S. Senator, Paul Wellstone, Democrat. Discussions centered on keeping the needs of children first during their deliberations.

During the three-day meeting, the principals also heard presentations on leadership techniques and presentation skills, and had a special visit to the U.S. Department of State Diplomatic Reception Rooms.

Ziegler will serve as president of MESPA through June, 1997.

Established in 1921, the National Association of Elementary School Principals serves 27,000 elementary and middle school principals in the United States, Canada, and overseas.

Ziegler and his wife, Sandra, live at 5412 Basswood Circle, Rockford.

Rockford High School students

Principal meets Hillary

Livonia Observer 8-22-76
Lynn Babcock, principal of Grant Elementary, met with Hillary Rodham Clinton at a summer leadership meeting of the National Association of Elementary School Principals in Washington, D.C.

Babcock serves on the board of directors of the association.

She joined 200 colleagues from across the U.S. attending the annual leadership conference.

Along with other principals from Michigan, Babcock discussed concerns in the educa-

tional arena on Capitol Hill in meetings with Rep. Dale Kildee (D), and with the staff of Senators Spencer Abraham (R) and Carl Levin (D).

Nelson meets First Lady during principal's conference in capital

Graham Elementary School Principal Crawford Nelson of Talladega met First Lady Hillary Rodham Clinton while attending a leadership meeting of school principals in Washington, D.C.

Nelson was in Washington along with 200 colleagues from across the United States for the annual leadership conference of the National Association of Elementary School Principals (NAESP). The conference brings together the leaders of NAESP's affiliate associations from all 50 states and the District of Columbia. NAESP President Carole Kennedy, principal of New Haven Elementary in Columbia, Mo., presented an award to Mrs. Clinton for distinguished service to America's children.

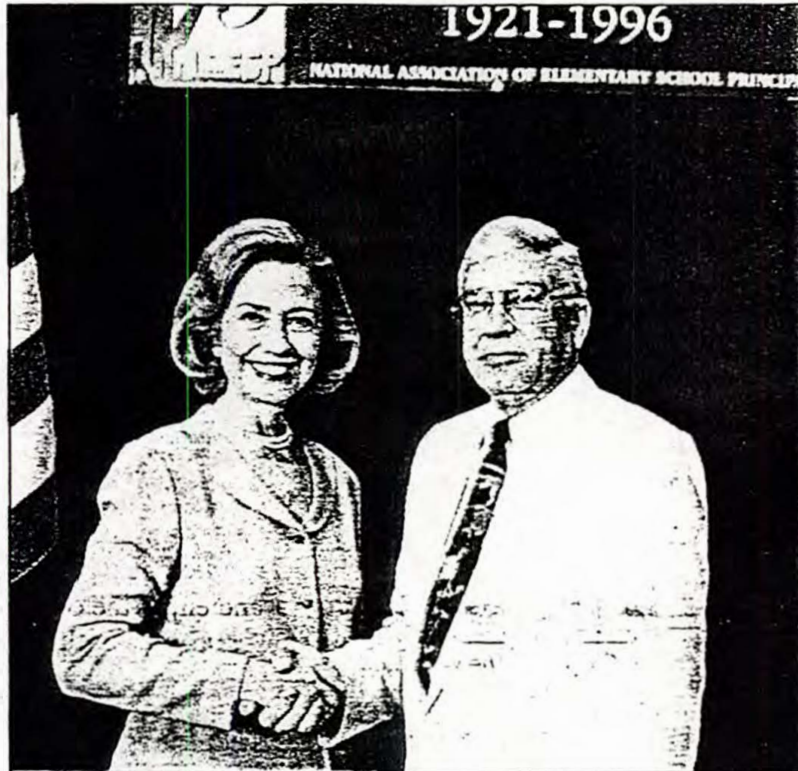
Nelson, who is Federal Relations Coordinator of the Alabama Association of Elementary School Administrators, brought colleagues up to date on education issues in Alabama and attended briefing sessions on NAESP's national education policies.

These include:

□ Special education. Principals asked Congress to update the 21-year-old Individuals with Disabilities Education Act (IDEA), which assures that disabled children have a free and appropriate education. The school leaders want the law changed to require that all children follow the same discipline code unless a discipline violation is a result of the child's disability. Under the present law, a disabled child who has been suspended for a violent act may be back in the classroom in 10 days.

In the increasingly violent climate of the 1990s, principals need the authority to keep all children in their schools as safe as possible, Nelson explained.

□ Education funding. Principals urged Congress to increase 1997 federal funding, especially in programs including Title I, which provides schools with funds to give extra tu-



Graham Elementary School Principal Crawford Nelson of Talladega is shown meeting First Lady Hillary Rodham Clinton while attending a principals' conference in Washington, D.C.

toring help in basic skills for poor and disadvantaged children; Safe and Drug-Free Schools, which helps schools pay for programs and personnel to teach children about the hazards of drugs; and Head Start, which provides preschool for needy children so that they are ready to learn when they enter school.

□ Vouchers. NAESP is opposed to school vouchers for several reasons. Diverting public funds to private and parochial schools would reduce the amount available for the majority of the nation's children, who attend public schools. Under the voucher system, schools, not parents, have the choice of whether a child will be enrolled. Also, private schools that receive vouchers are not held accountable for their expenditure of

the public funds, Nelson said.

Along with other principals from Alabama, Nelson discussed these concerns in meetings on Capitol Hill with U.S. Rep. Glen Browder and Sens. Howell Heflin and Richard Shelby.

Discussions centered on keeping the needs of children first during their deliberations.

During the three-day conference, the principals also heard presentations on leadership techniques and presentation skills and had a special visit to the U.S. Department of State Diplomatic Reception Rooms.

Established in 1921, the National Association of Elementary School Principals serves 27,000 elementary and middle school principals in the United States, Canada and overseas.



Rosa Curry of Talladega is shown at the center earlier this year.

WE

Anniston Museum 'wild' day of

"It's a Wild West and festivities at History.

Anniston Museum from 10 a.m. to 4 p.m. include musician and programs.

Scheduled for the Action Theater, participation; the Sellers, a youth group can music and dance can fluet player; B area blues musician pany, performing For more information

Special room a special message just

The Essex Reporter

≡ Inside

Page 9: At Your Service
Page 20: Vermont loses
Page 20: Essex Babe R

Volume XVI, No. 32

Delivered to 4905 homes this week

Meeting the First Lady



Summit Street School Principal Barry Meigs recently met Hillary Clinton in Washington. For story and related photo see page 4.

Jericho man pulls woman from

By TIM ARANGO
Essex Reporter Staff

Peter Booth, of Jericho, got a little sidetracked on his way home from Montreal last Saturday.

He was driving south on I-89 around 5:30 p.m. with his wife and two friends when his wife spotted a car off the road turned upside down.

"She said 'holy smokes! I think that just happened,'" said Booth.

The foursome pulled over and Booth, who was sitting in the backseat, jumped out and ran to the car.

"I saw the car was on fire, and I saw a woman inside," he said. "I said 'we've gotta

"I saw the car was on fire, and I saw a woman inside. I said 'we've gotta get her out of there.'"

- Peter Booth

get her out of there."

Booth, along with three others at the scene, grabbed the woman and pulled her out.

"We brought her up to the breakdown lane," he said. "And that was when the car became completely engulfed in flames. I was worried the car would explode."

Prudential Committee votes to fill nursing vacancy with L.P.N., move angers some school nurses

By TIM ARANGO
Essex Reporter Staff

R.N.'s. But this year, the resignation of Betty Mulner, nurse at Summit, presented the board with a new opportunity to begin an L.P.N model.

The Essex Junction Prudential Committee

Police find Old Stage F

The Essex Police re plants off Old Stage R to be cultivated, accor

SEX BEAT**Police Incident Log**

the seven day period between 08/06/96 12/96, the Essex Police responded to 290 calls for an average of 41 per day. Highlights for more serious incidents are as follows:

WEDNESDAY 08/06/96

• on Morse Dr.
• on River Rd.
• on Susie Wilson Rd.
• on complaint on Brickyard Rd.

THURSDAY 08/07/96

• on Lincoln Pl.
• on Railroad St.
• on Educational Dr.
• on complaint on Main St.

FRIDAY 08/08/96

• on Lincoln St.
• on Susie Wilson Rd.
• on North St.
• on Pearl St.

SATURDAY 08/09/96

• on department at the fairgrounds
• on complaint at Indian Brook Reservoir
• on complaint at the fairgrounds
• on complaint on Pinecrest Dr.

SUNDAY 08/10/96

• on IBM
• on complaint on Park St.
• on Colchester Rd.
• on Pearl St.

MONDAY 08/11/96

• on Main St.
• on Maple St.
• on bus vehicle on Browns River Rd.
• on Essex Way

TUESDAY 08/12/96

• on Susie Wilson Rd.
• on Park St.
• on assist on Walden Woods
• on complaint on Pleasant St.

For any information about these crimes or other crimes, please call the Essex Police at 864-6666 or Crimestoppers at 864-6666.

Essex Bridge group needs players

The Shelburne Couples Bridge group needs additional players for the 1996-97 year. The group meets the first Friday evening of each month, September through May, at the Shelburne Methodist Church. Contact Ann Dutton at 985-8367.

the "Right" News for a Change!**CONSERVATIVE IRONICLE**

Now available at Good Book Store

Featured columnists are:

Booth *Continued from page 1*

before anyone could get their name, have been labeled heroes.

"I've gotten all kinds of calls from the paper and from people I know saying 'you're a hero, you're a hero,'" said Booth. "This is a cliché, but it's true - anyone would have done it."

"People have said, 'you risked your life,'" he said. "But it never got to that point."

Booth said he called the hospital and talked to Booth's parents.

"They were real nice," he said. "They kept saying 'thank you isn't enough. I wish there were something we could do.'"

During the conversation, Booth learned an odd twist to the story.

Booth graduated from St. Michael's College in 1990, and Karen Horne, Maura's mother, is head of development at St. Michael's. When Booth was at St. Michael's he worked in the day care center, and it is quite possible he baby-sat Maura.

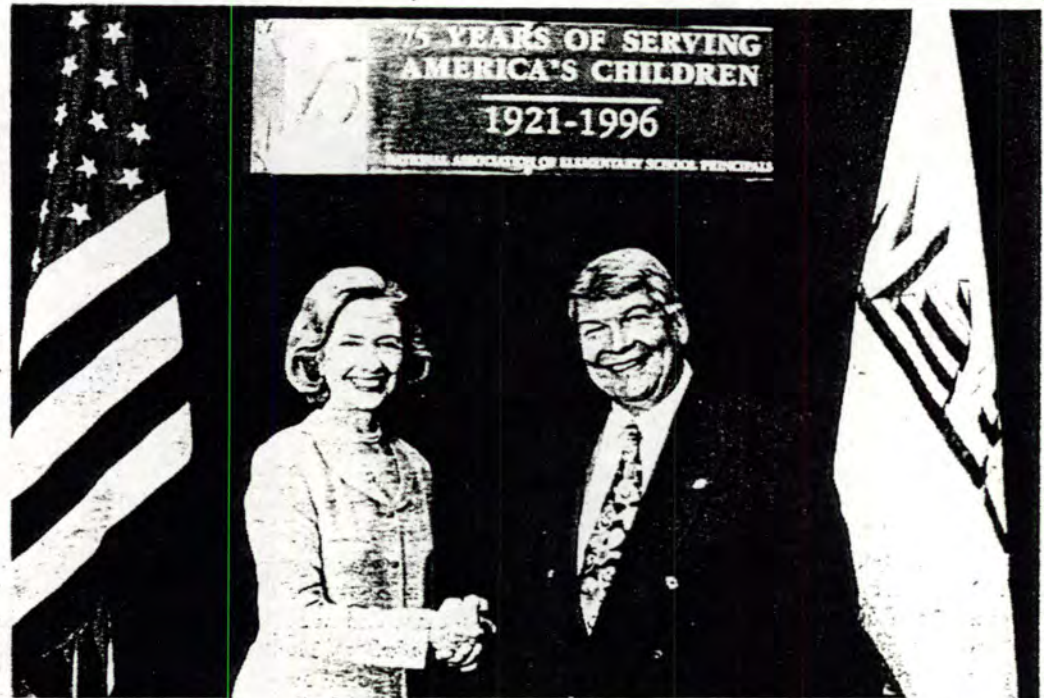


Photo: Contributed

Tom Perry, the principal of Fleming School, shakes hands with the First Lady.

Essex principals meet Hillary Clinton

At a Washington, D.C. leadership meeting of school principals, Tom Perry and Barry Meigs, principals of Fleming and Summit Street Schools, met First Lady Hillary Rodham Clinton, when she was presented with an award for distinguished service to America's children.

Perry and Meigs were in Washington along with 200 colleagues from across the U.S. for the annual leadership conference of the National Association of Elementary School Principals (NAESP). The conference brings together the leaders of NAESP's affiliate associations from all 50 states and the District of Columbia. NAESP President Carole Kennedy, principal of New Haven Elementary in Columbia, Missouri, presented the award to Mrs. Clinton in recognition of her unwavering dedication to children.

Meigs, state editor, and Perry, NAESP representative of Vermont Principals' Association, brought colleagues up to date on education issues in Vermont, and attended briefing sessions on NAESP's national education policies.

Perry and Meigs discussed legislative concerns relating to children on Capitol Hill in meetings with Representative Sanders (I-VT) and Senator Jeffords (R-VT). Discussions centered on keeping the needs of children first during their deliberations.

During the three-day meeting, the principals also heard presentations on leadership techniques and presentation skills, and had a special visit to the U.S. Department of State Diplomatic Reception Rooms.

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First Lady Hillary Rodham Clinton
Address to the National Association of
Elementary School Principals

Arlington, Virginia

July 26, 1996

**FIRST LADY
HILLARY RODHAM CLINTON**



Address to

*The National Association of
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In Brief

Leaky Roof...

...inadequate plumbing, old wiring, faulty heating system. Sound like your school? A GAO report released in July shows that a third of the nation's schools need such repairs—at a cost of \$112 billion. President Clinton has proposed a \$5 billion school construction initiative that would help districts build new schools and renovate aging buildings. Funds would come from the FCC, through a one-time auction of TV broadcasting licenses. NAESP members are urged to call their legislators to support this initiative.

NetDay, Take 2

Taking the cue from California's successful NetDay project last spring, as many as 40 states will welcome volunteers into their hallways and classrooms next month in an effort to get wired to the Internet. The original NetDay mobilized 20,000 volunteers to install some 6 million feet of wire in 2,600 California schools.

Hailing the program as a "high-tech barn raising," organizers say their goal is to wire at least 20 percent of each participating school's building for Internet access. This would require at least five volunteers and 2,000 feet of wire, which is available in a kit for about \$380. For details, visit the NetDay site on the World Wide Web at <http://www.netday96.com>.

Good TV, at Last

After more than three years of deliberations, the FCC has approved

continued on page 2

Distinguished Service Awardee

First Lady: Speak Out for Public Schools

"I want to thank you all for believing in public schools, and understanding that if we do not believe in and support public schools, we do not believe in and support our common future as a country," Hillary Rodham Clinton told more than 250 principals attending NAESP's State Leaders Conference in July. "Today we must decide what we expect from our system of public education and we must decide what public education can expect from us . . . I believe it is time for those of you who are leaders in public education to stand up and be heard about what you expect from the rest of the citizens of your communities."

Prior to the First Lady's address at the conference, NAESP President Carole Kennedy presented her with the Association's Distinguished Service Award. The award honors individuals who have elevated the lives of the nation's children and made exceptional contributions to elementary- and middle-level

continued on page 6



First Lady Hillary Rodham Clinton asked principals to speak out against vouchers, and to share success stories about public education with the media. "With your voices and your experience, others of your fellow Americans will understand what to do to prevent a frontal attack on the values and the opportunities and the accomplishments of public education," she said.

A Fresh Look at K-8 Schools

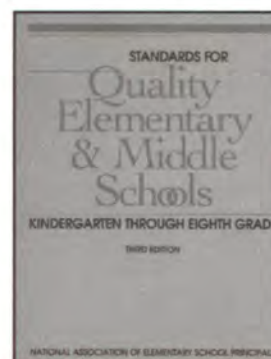
NAESP Issues Revised "Quality" Standards

The best principal is a team leader, not a boss. The best tests are used to guide instruction, not to rank schools or students. The best curriculum is integrated, not a ragtag of subjects studied in isolation.

So says the third edition of NAESP's respected *Standards for Quality Elementary & Middle Schools: Kindergarten through Eighth Grade*. The document, which was updated by a team of principals and professors, will be mailed to all NAESP members this month.

The Standards describe what a "quality" school looks like, based on six areas: organization, leadership, curriculum and instruction, staff development, school

climate, and assessment. Appendices give readers a checklist to see if the quality standards are present in their schools, as



well as a planning guide for school improvement. The new edition includes an extensive list of references—close to 50 books and articles that guided

the revision committee in its work.

continued on page 6

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continued on page 6



Bob Strawn

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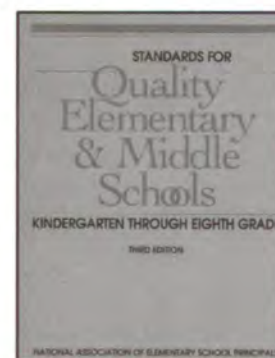
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