

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
--------------------------	---------------	------	-------------

001. letter	Christy [Walton] to FLOTUS (2 pages)	07/22/1997	P6/b(6)
-------------	--------------------------------------	------------	---------

COLLECTION:

Clinton Presidential Records
First Lady's Office
Domestic Policy Council (Nicole Rabner)
OA/Box Number: 15422

FOLDER TITLE:

Correspondence [Alpha File] [T-Z]

2012-1035-S

kc1097

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

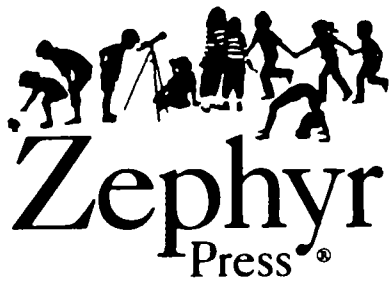
C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]



3316 North Chapel Avenue • Tucson, Arizona 85716-1416
P.O. Box 66006 • Tucson, Arizona 85728-6006
Telephone (520) 322-5090 • FAX (520) 323-9402

NRN

John -
ps file

REACHING THEIR HIGHEST POTENTIAL

3/20/97

Nicole Rabner
Domestic Policy Council
Suite 100
Old Executive Office Building
Washington, D.C. 20502

Dear Ms. Rabner,

All of us here at Zephyr Press were thrilled to hear the President speak about his intent to create a conference showcasing the current scientific research on early brain development. That is a subject dear to our hearts, one we've been involved with since 1979, and we search daily for ways to get this information to parents and teachers.

The Zephyr Press mission is to help teacher's provide brain-compatible classrooms and to help them understand the way learning truly happens. We fulfill this mission by producing books, videos, posters, workshops and conferences for teachers. Enclosed are a few pertinent materials. Feel free to use them in any way.

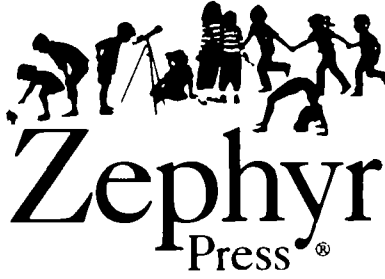
Many others across the country are vitally working in this area. They would make a great contribution to your conference being a powerful event with lasting impact. I would be pleased to give you a list of names or help in any way.

Congratulations to the President and the First Lady for being the intelligent, caring and wise leaders that they are. Somehow they are able to focus on those areas that have possibilities for enormous and positive change for the country. We applaud them.

Very sincerely yours,

Joey Tanner
Publisher

P.S. I heard a statement recently that is worth repeating. "If we could raise the IQ of the slow learners in school by 3 points, we would reduce the drop-out population by 28%." This would be simple task if the country was committed to it. Let's do it!



3316 North Chapel Avenue • Tucson, Arizona 85716-1416
P.O. Box 66006 • Tucson, Arizona 85728-6006
Telephone (520) 322-5090 • FAX (520) 323-9402

REACHING THEIR HIGHEST POTENTIAL

3/20/97

Nicole Rabner
Domestic Policy Council
Suite 100
Old Executive Office Building
Washington, D.C. 20502

Dear Ms. Rabner,

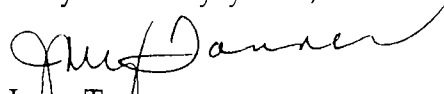
All of us here at Zephyr Press were thrilled to hear the President speak about his intent to create a conference showcasing the current scientific research on early brain development. That is a subject dear to our hearts, one we've been involved with since 1979, and we search daily for ways to get this information to parents and teachers.

The Zephyr Press mission is to help teacher's provide brain-compatible classrooms and to help them understand the way learning truly happens. We fulfill this mission by producing books, videos, posters, workshops and conferences for teachers. Enclosed are a few pertinent materials. Feel free to use them in any way.

Many others across the country are vitally working in this area. They would make a great contribution to your conference being a powerful event with lasting impact. I would be pleased to give you a list of names or help in any way.

Congratulations to the President and the First Lady for being the intelligent, caring and wise leaders that they are. Somehow they are able to focus on those areas that have possibilities for enormous and positive change for the country. We applaud them.

Very sincerely yours,


Joey Tanner
Publisher

P.S. I heard a statement recently that is worth repeating. "If we could raise the IQ of the slow learners in school by 3 points, we would reduce the drop-out population by 28%." This would be simple task if the country was committed to it. Let's do it!

THE WHITE HOUSE
WASHINGTON

July 3, 1997

Gail Tomlinson
Executive Director
Citizens Committee on
Public Education in Philadelphia
Suite 307
311 South Juniper Street
Philadelphia, PA 19107

Dear Ms. Tomlinson:

Thank you very much for sharing information with us about the Citizens Committee on Public Education in Philadelphia (CCPEP). President Clinton has made improving public school education a top priority of his Administration, and we appreciate hearing about innovative community efforts. I am particularly impressed by CCPEP's investments in raising education standards, increasing parental involvement, and sharing information with the community on public education.

Best wishes in your important work.

Sincerely yours,



Nicole Rabner
Associate Director for Domestic Policy

cc: Michael Cohen
Special Assistant to the President for Education Policy



FOUNDED IN 1880

**CITIZENS COMMITTEE
ON PUBLIC EDUCATION
IN PHILADELPHIA**

Citizens Working Toward
Excellence in Public Schools

**Suite 307
311 South Juniper Street
Philadelphia, PA 19107
215/545/5433**

6 February 1997



President

SAMUEL HIRSCH

Vice Presidents

JAMIL AKONI

MIRIAM MEDNICK

ERVIN MILLER

LYNNE M. ROBERTS

Treasurer

ROBERTA GOLDEN

Secretary

ILENE BLAIN

Board Members

JANE S. ABRAHAMS

BABETTE F. AUSTRALAN

JEANNE BAUM

NATHAN BENDER

PAMELA CARUNCHIO

JUDY CLAUDE

MARTIN COHEN

LOUIS D'ANTONIO

EDMUND FORTE

DOROTHY GOTTLIEB

ANN EVANS GUISE

IRA HARKAVY

JUDITH JUSTICE

JEROME KAPLAN

LIONEL LAUER

DIANE LOUCKS

JACQUELINE MATTHEWS

MARCIA MOON

EVELYN G. NEUMAN

NORMAN A. NEWBERG

MICHAEL NUTTER

CAROL A. PARSSINEN

PEDRO PEREZ

GWENDOLYN PULLEY-EBRON

THELMA REESE

ANTHONY ROSTAIN

KARLA SHEPARD RUBINGER

JUDITH STAVISKY-SCHIFF

HELEN SCHNEEBERG

NEVA SCOTT

ROBERT J. STRUNK

CANDICE TRAN

KEVIN VAUGHAN

EVELYN WASHINGTON

DEBRA WEINER

DIANE WEISS

STEVEN WELLS

ROBERTA WEST

Executive Director

GAIL TOMLINSON

Administrative Assistant

VEDA HENDERSON

Pam Cicetti

Office of the First Lady

The White House, West Wing

Washington, DC 20335

Dear Ms. Cicetti:

Diane Weiss was recently with the First Lady at a conference of women in leadership in the Democratic Party. Apparently some of the discussion centered on issues of educational reform. Diane asked me to share with the First Lady's office a book we have found to be significant in asking the right kinds of questions for determining the effectiveness of educational reforms. The Schools We Need and Why We Don't Have Them, by E.D. Hirsch, Jr. gives solid information on the history of reform. It allows no one who reads it to remain comfortable with the rhetoric of "what everyone knows".

Over the past year, Diane and I have had a number of conversations on this issue because of our mutual concern with the rhetoric of reform and its 40-year focus on process. Even here in Philadelphia, a "center of reform", the key measures of that reform, after three years only reflect changes in organizational structure. As yet there is no real focus on the academic performance of children.

I've taken the liberty of enclosing some information on our organization, Citizens Committee on Public Education in Philadelphia (CCPEP). For 117 years CCPEP has advocated for and monitored the policies of public education in Philadelphia. On occasion we have had to serve as a catalyst for policies that support high quality education. But one of our roles has always been dissemination of information on public education. I hope you find this information of some use. If CCPEP can be of any further help, please let us know.

Sincerely,

Gail Tomlinson

Executive Director

*Abby -
pls write a
ltr of thanks to
my sis.
Nicole*

Non-Profit Org.
U.S. Postage
PAID
Permit No. 1716
Philadelphia, PA.

CITIZENS COMMITTEE ON PUBLIC EDUCATION IN PHILADELPHIA



WORKING TOWARD
EXCELLENCE
IN PUBLIC SCHOOLS

WORKING TOWARD EXCELLENCE IN PUBLIC EDUCATION

Philadelphia's first citizen advocates for public education, Citizens Committee on Public Education has been at the forefront of policy change for more than 100 years.

CCPEP is a think tank of volunteer experts, spotting trends that promise long-term improvements and identifying concerns that become part of the public agenda.

This catalytic role is unique and vitally important, and we are proud that many of Citizens Committee's initiatives have helped to improve educational quality for Philadelphia's public school students.



FOUNDED IN 1880

CITIZENS COMMITTEE
ON PUBLIC EDUCATION
IN PHILADELPHIA

Gail Tomlinson
Executive Director

311 South Juniper Street
Philadelphia, PA 19107
215/545-5433
Citizens Working Toward Excellence in Public Schools

CITIZ N CD
ON PUBLIC EDUCATION
PHILADELPHIA

311 S. Juniper St.
Philadelphia, PA 19107
215/ 545-5433



© 1980

Citizens Committee on Public
Education in Philadelphia
311 So. Juniper St., Ste. 307
Philadelphia PA 19107-5811



CITIZENS COMMITTEE ON PUBLIC EDUCATION

Monitors Policy

Through attending Board of Education meetings, serving on key committees and panels and entering court cases on behalf of the public interest.

Advocates for Change

Through strategic analysis of critical needs and collaborative action with other groups concerned with quality education.

Provides Information

Through such publications as the nation's first **Citizens Guide to the Teachers' Contract**, newsletters and through direct contact with public officials, media representatives and other civic groups.

Encourages Innovation

Through the development of demonstration, model and pilot projects.

Promotes Excellence

Through the creation of issue-specific task forces and through the prestigious John Patterson Award for Excellence in Public Education.

JOIN CITIZENS COMMITTEE

Every member of Citizens Committee becomes part of the process for improving Philadelphia's public schools.

CCPEP Membership Offers You

- A channel to express your concerns to the School Board and other policy makers.
- A network of individuals who share your interest in educational excellence.
- A forum for increasing your understanding of educational issues.
- Information - including data, reports and a regularly published newsletter.
- The opportunity to serve on a CCPEP working committee.



MEMBERSHIP SIGN-UP

Name _____

Address _____

_____ Zip _____

Phone: Home _____

Daytime _____

Education interest areas _____

Membership dues:

\$100 & Over Patron _____

(To be listed in our Annual Report)

\$60 Sponsor _____

\$35 Member _____

\$20 Student/Senior _____

Citizen _____

_____ Other Contributions

Please make checks payable to:
Citizens Committee on Public Education

Contributions to this independent, non-profit
citizens group are tax-deductible.

In compliance with Pennsylvania Law, a copy of the official registration and financial information of this organization may be obtained from the Pennsylvania Department of State by calling toll free, within Pennsylvania, 1-800-732-0999. Registration does not imply endorsement.

COALITION TO CLOSE THE GAP

FUNDING DESEGREGATION IN PHILADELPHIA

On the 20th of August 1996, Judge Doris Smith ordered that the following monies be provided by the Commonwealth to address 25 years of educational discrimination against minority children in Philadelphia.

While the Supreme Court of Pennsylvania has ruled that Judge Smith should not have issued her order, they have not yet decided whether funding is necessary to correct educational discrimination in the city and, if it is necessary, who will pay for it. The School District has already adjusted its budget to include court ordered **kindergarten, early leveling of classes** (permanent assignment of students and teachers), **books, instructional materials, computers, and accommodation rooms.**

Judge Smith ordered that the following additional dollars should be allocated.

Parental Involvement **\$ 1.6 million**

11 month principals
early school registration
staff & parent training
more telephones in schools for parent teacher contact

Professional Development **\$ 12.5 million**

Primarily pays for staff time (extra curricular, replacement teachers)
(Plus another \$5 million the School District already has in the general operating budget)

Teaching & Learning Network **\$ 6.2 million**

To provide facilitators to implement the integration of academic standards throughout the system and offer professional development specifically to teaching staff

Class Size **\$ 13.9 million**

To implement reduction of class size in grades one and two

Family Resource Network **\$ 6.1 million**

To be implemented under community school concept
To address school attendance problems
To reduce drop-out rates

School-to-Career training **\$.8 million**

Restore school-based budget cuts **\$ 23 million**

TOTAL desegregation dollars needed **\$ 64.1 million**

New School District dollars - 19 million
(\$13 m. state, \$3 m. higher tax revenues, \$3 m. cost savings)
to be put toward programs promised in this desegregation case

TOTAL new dollars needed from the state (1996-97) **\$ 45 million**



**CITIZENS COMMITTEE
ON PUBLIC EDUCATION
IN PHILADELPHIA**

Citizens Working Toward
Excellence in Public Schools

FOUNDED IN 1880

Suite 307

311 South Juniper Street

Philadelphia, PA 19107

215/545/5433

CCPEP : ACTIVITIES, ACCOMPLISHMENTS, PLANS

1995 - 1996



HOW CCPEP ADVOCATES

As part of the day-to-day operation of CCPEP, the organization is required to take on many roles.

Outside Voice

CCPEP offers suggestions, provides on-going commentary, and raises concerns about the policies, programs and the state of affairs in the School District of Philadelphia. Viewed as independent, CCPEP is often the only entity that can effectively raise the issues that need to be raised and keep all necessary parties at the table until the issues are resolved.

In 1994 - 1995: CCPEP served on the Superintendent selection committee, advised several court-appointed Monitoring Teams, arranged and spoke before citywide meetings on the desegregation case and School District budget, and provided the only non-adversarial public analysis and comparison of Children Achieving and desegregation case court briefs with the publication of "A Confluence of Opportunities." In addition, CCPEP's willingness to comment publicly on issues, either directly or through public forums, has led to its being consulted by the School Board Members for direction in establishing topics and speakers for administrative reports to the Board.

* In 1996 CCPEP will continue to offer impartial commentary on the state of public education in Philadelphia through quarterly printing of our NEWSBRIEFS, holding of public meetings on key educational issues and the offering of public testimony in legislative hearings and, where possible, in the press.

Monitor

The presence of the public is a powerful incentive for those in authority to think carefully as they make vital decisions about public education in Philadelphia. Representatives of the School Board, Administration, and City Council are aware that members of CCPEP, from board members to staff, are present, will record and comment on the decisions made and hold them accountable.

In 1994 - 1995: CCPEP continued its on-site observation and research by reinstating regular visits to schools. School visits enable CCPEP to understand the affect of School District policies in the classroom and the school site.

* In 1996 CCPEP will begin its second round of school visits, which in part will follow-up early discussions on use of school resources. A comparison of some of these schools with those already in the first six clusters will become crucial as second and third cohort schools come on board. Without the resources, many schools not formally designated clusters are beginning to foster their own networks in keeping with Children Achieving. It will be germane to the ultimate success of Children Achieving across the city to know if these self-determined efforts are allowed to continue or must be re-molded into a more pure Children Achieving design.

* It will also be crucial for CCPEP to maintain a presence in the desegregation case as the plans now approved by the Court are implemented and funding is sought to support them.

Coalition Builder

CCPEP takes great pride in its ability to bring together and facilitate the work of groups in support of public education. Long ago CCPEP, recognized that one of our strongest "grassroots" efforts is our outreach to organizations who use our material or the information we provide to disseminate to their grassroots membership.

In 1994 - 1995 CCPEP continued to convene, administer and coordinate the intervening groups in the desegregation case currently before Commonwealth Court. CCPEP has worked hard to establish both the contacts and the dialogue which will encourage individuals and groups to work together to affect available funding to and the quality of the education in Philadelphia schools. CCPEP continues to encourage the groups with which it comes into contact to speak out more publicly and/or forcefully on issues in public education.

* **In 1996** CCPEP will conduct a series of Community Meetings to explain Children Achieving and its opportunities for community/parent involvement. In addition, CCPEP will begin a more formal yet still ad-hoc organizational outreach to encourage groups wishing to deal with city/state issues related to education to work more closely together. In this vein CCPEP is pursuing the creation of a coalition to develop guidelines for the evaluation of the Children Achieving Agenda.

Source of Information

CCPEP takes its name seriously, and increasingly attempts to gather and evaluate information on public education and then make it available to the widest possible public audience.

In 1994 - 1995: CCPEP provided written commentary on public education through the publication of "A Confluence of Opportunities" on the desegregation case and several editions of the NEWSBRIEF. In addition, CCPEP's regular Annual Meeting and Public Forum was held with Superintendent Hornbeck as key speaker and the series of Education FORUMS were expanded to include a parent voice among the variety of well represented organizational voices.

* **In 1996** CCPEP plans to expand its means of public communication through NEWSBRIEFs and Education Forum Series while adding community meetings/briefings that will more directly serve the practical needs of parents who were or wished to be part of the school decision-making process.

Developer of Research and Pilot Projects

CCPEP is proactive in its pursuit of information regarding the state of public education in Philadelphia.

In 1994 - 1995: CCPEP began a series of school visits in order to understand better how schools identify, allocate, and use their resources. CCPEP Board Members visited schools and conducted interviews with school staff regarding their School Improvement Planning Process. CCPEP believes that the understanding of this process is key to community/ parent participation, support of real financial decisions at school level, and ultimately school self-governance.

* **In 1996** CCPEP intends to expand its cycle of school visits to include comparisons of cluster and non-cluster schools and to encourage the evaluation of the implementation of the Children Achieving Agenda by non-profit, education groups that have experience with the School District of Philadelphia. It is crucial that the District know whether the structures and supports of the cluster organization are necessary and successful in affecting the performance of the individual child in the classroom.



CCPEP

Education Policy Bulletin

FOUNDED IN 1880

a report to business and community leaders
from The Citizens Committee on Public Education in Philadelphia

A CONFLUENCE OF OPPORTUNITIES: Children Achieving and Philadelphia's Desegregation Case

INTRODUCTION

For more than 115 years, Citizens Committee on Public Education in Philadelphia has concerned itself with the policies that support high quality education for all children who attend Philadelphia public schools. CCPEP's long standing role has been one of identifying significant educational issues and advocating for the appropriate policies which support structures and procedures which make change possible.

Philadelphia in 1995 is positioned to become the first urban, largely minority school district in this country to fully prepare its student population with all of the knowledge and skills to succeed in our society at large. This possibility emerges from the confluence of court orders issued in a 23-year old desegregation case and the arrival of a new superintendent and his agenda for school restructuring and improved student academic performance.

Much has been made of the differences found in documents issued by the Court and the School District regarding desegregation and educational reform. With this report, CCPEP intends to focus on the many areas of agreement in these several documents while noting issues and areas that still need clarification. CCPEP will also raise concerns which we believe warrant further attention by all participants in public education.

311 S. Juniper Street • Philadelphia, PA 19107



CONTENTS

INTRODUCTION

Purposes of this Report

BACKGROUND

3

The Desegregation Case and the documents it has produced

A SHARED REFORM

6

Ideas held commonly by the Court and School District

THE COURT ORDER OF APRIL 27, 1995

7

A summary

DIRECTIONS AND INTERPRETATIONS

9

Areas still needing discussion and including references to
the School District Response of May 19, 1995

CCPEP CONCERNS

13

Eight areas of concern

CONCLUSION

20

SUPPLEMENTS

Summary of the School District Response of May 19, 1995

22

Summary of the 46 points of the Court Order of November 28, 1994

24

BACKGROUND

For more than 23 years the School District of Philadelphia and the Pennsylvania Human Relations Commission wrestled with the means of integrating Philadelphia public schools yet, in the last several years the demographics of the School District have altered so that full racial integration of our schools is impossible. In 1993, CCPEP led intervention in this case as a means of refocusing attention on the need to provide all necessary supports for minority and poor children to excel academically regardless of whether in racially isolated or desegregated schools. The Court has taken a lead role in reviewing the performance of the District through the services of a panel of national experts and issued orders for School District mediation of specifically identified problems. These include reduced class size, availability of kindergarten and the need for a survey of existing facilities for repair or replacement.

At virtually the same time, the School District hired a new superintendent who stated that among his reasons for coming to Philadelphia was the focus that this case brought to school reform. Superintendent Hornbeck's reform agenda, Children Achieving, was made public on February 7, 1995.

In the past few months several documents have been issued by both the Court and School District which will impact on how education reform will take place in Philadelphia.

1. A Court Order was issued in November of 1994 listing 46 points to be addressed by the School District.
2. The Children Achieving Action Design made public in February 1995 offered the District's vision and plan for the system.
3. The School District responded on February 15, 1995 to the 46

points of the Court Order.

4. The Court Monitoring Team issued their report in March of 1995 evaluating the School District's response to the Court's original order.
5. The Court issued a second order on April 27, 1995 which commented on the areas of the School District Response which the Court found either in compliance or in need of revision.
6. The School District issued a second report to the Court on May 19, 1995 responding to some of the Court's concerns.

Public comment on these documents assumed that they should be virtually interchangeable. However, while the overarching purpose of the School District plan and the Court Orders may be similar, the means by which they intend to affect the quality of education for children in Philadelphia public schools show significant differences.

The Court Orders of Nov. 28, 1994 and April 27, 1995 speak to what the School District must do to address the lack of integrated opportunities for students in Philadelphia public schools and to comply with Court orders. The Children Achieving Action Design is both the new superintendent's vision and plan for educational reform in the School District. The February 15th response to the Court's November 28th Order attempts to explain how the Children Achieving Agenda will also serve to bring the School District into compliance with law regarding desegregation and equity education issues. The Monitoring Team Report represents the Court's oversight arm, evaluating whether the District's responses and actions truly meet court requirements.

There is, however, a subtle, key thread running through the exchanges between the Court and the School District. It has little to do with goals, or standards or the approaches to education to be used. It instead has a great deal to do with the question of commitment.

The Court's Education Team Report of September 1994 includes the following language:

"But this Team found that the School District has used these obstacles [violence, vandalism, health care needs, etc.] as an excuse for its failure or refusal - over 23 years - to provide equal educational opportunity and a high quality education for all students, especially in racially-isolated schools. Although we did find individuals and professionals throughout the system trying to make a difference, school staff consistently used external obstacles to justify inaction and poor student achievement." (p.4)

However unfair it seems to lay on the shoulders of the current School District administration the 23 years of ineffective action of all parties in this desegregation case, ultimately it is the School District's responsibility to rectify identified inequalities in the education they provide.

While other courts may not have been truly involved or rigorously vigilant in the oversight of the desegregation and education issues, this Court intends to be. This Court must then be both clear and specific about what is to be measured and what results they should expect to see.

While other School District administrations may have provided the Court with plans which were process oriented, not results driven, this administration has assured the Court that results will be the driving factor. But after 23 years assurances are not enough. This Court intends to hold the District, not just to a vision statement, but to a clear and defined process for getting stated results.

It seems that 1995 finds commitment for the first time to the desegregation case and its academic achievement component by all parties at the same time. The Court also demonstrates a

A Confluence of Opportunities

willingness to support, encourage and perhaps compel, especially where necessary funding is concerned, this process to be effective. If this focus can remain positive and constant over the months to come and the inevitable changes a plan of this scope surely will require, then the children of this city cannot help but benefit.

A SHARED REFORM

CCPEP is heartened by the many common actions found in both Superintendent Hornbeck's Children Achieving Action Design and the Court Orders of November 28, 1994 and April 27, 1995.

These are :

1. **Full-day kindergarten** must be provided to all children entering District schools.
2. **Class size** must be reduced beginning with kindergarten classes which are to have a teacher and aide for every 30 children. Implementation for the upper grades remains, as yet, undefined.
3. The **appropriate allotment of teachers** and the leveling of classes at the beginning of the school year, codified in the current PFT contract will be reduced to a two week process.
4. **Professional development and training** is needed for teachers, staff and principals to improve teaching methods and school climate, as well as training for parents and personnel in new governance structures.
5. **Certified substitutes** must be encouraged to work in areas of the city typically underserved by a consistent pool of certified substitutes.

6. **Adequate funding** must continue to be pursued from both governmental and private sources to meet the needs of educating children in Philadelphia.

These documents also identify other issues for effective education reform in Philadelphia.

Among those issues are :

- . the need to establish standards and to develop a means of assessing them
- . further involving parents in the education of their children
- . upgrading facilities and the safety of those in school buildings
- . a means of defining the accountability of each person who is part of the education process.

However, there remains a tension between the Court Documents and School District as to the means of both defining and identifying the procedures for successfully meeting these concerns. The tone of the report of the Court-Appointed Monitoring Team has been characterized as negative in much public discussion. A careful reading suggests that this is an exaggeration. What does set the tone of this report is that it requires, on virtually every point of Judge Smith's original order, more specific information. In some cases the request is for more substantive information, in others the request is for the specifics of some process to be "spelled out".

THE COURT ORDER OF APRIL 27, 1995

Key now to discussions is the most recent Court Order of April 27, 1995. This document comments on School District compliance with the 46 points of the Court's original Order of November 1994. The Court divides its current Order into sections on (1) "compliance or in substantial compliance", (2) "areas in substantial compliance ... and requiring some refinement", and

(3) areas for which the Court orders modification.

1. Areas where the Court and School District are in greatest agreement, more specifically those areas where the School District plan most clearly addresses the concerns of the desegregation case are as follows:

- . collaborations with PFT regarding teacher certification and with other city agencies regarding expanded pre-school offerings
- . class leveling by week two of classes & reduced class size for kindergarten by 9/95
- . reports over the next six months on bilingual education, special education, expansion of the school year, community school and baseline data
- . creation of alternative disciplinary schools and in-house accommodation rooms
- . efforts to secure additional substitutes for racially isolated schools (*schools with a student population of 90% or more of one race or combination of minorities*)
- . additional outside funding for the system as a whole

2. Areas where the Court is concerned that the School District plan does not address the needs of the desegregation case are:

- . how does professional development relate to current or future standards?
- . what are the plans and the ability to reduce class size beyond kindergarten levels?
- . how and to what extent will collaborations take place to insure school-to-work and/or school-to-higher education take place?
- . what lines of authority are being established in the new offices of Equity Assurance and Professional Development?

- . what are the plans for replacing the current regional organizational structure with a cluster structure?
- . and what will be the impact of an as yet undefined plan for the expansion of magnet schools to be made available in June of 1995.

With the exception of the establishment of a new organizational structure, the Court appears in agreement with what the School District wishes to do. Even where the organizational structure is concerned, the Court has asked primarily for an explanation of how the new structure is an improvement over the current one. This is a point the School District has taken great pains to explain in its May 19th report to the Court.

The need for more effective and clear dialogue between Court and School District fall in the following nine areas: (1) parental involvement, (2) teaching/learning/professional development, (3) education improvement, (4) desegregation strategies, (5) school climate/safety/discipline, (6) organizational restructuring, (7) facilities, (8) reporting and monitoring, (9) resources.

DIRECTIONS AND INTERPRETATIONS

Throughout the exchange of orders and reports to the Court, there has been an attempt to clarify the definitions, procedures, and requirements of both the educational and legal processes which influence education and desegregation reform in this case. There remain areas where information to the Court has not yet been provided or has not yet met Court needs.

1. Parental Involvement

The Court definition of Parental Involvement is among the first issues raised. The Court definition appears to target support for the parent in terms of helping their children academically and

A Confluence of Opportunities

encouraging their immediate participation in improving school safety and climate. Children Achieving primarily defines the role of parents in terms of participation in school governance issues although their May 19th response to the Court indicates plans to work with several parent groups to frame an action plan for the definition and implementation of parental involvement.

2. Teaching and Learning/Professional Development

Standards and assessments are companion pieces which the School District contends will drive educational reforms. Over an 18 month period standards in math, science and language arts will be developed and the means to assess student performance in these areas will be established. The Court agrees with this focus yet requires additional information. How will the process evolve in terms of identifying specific standards? How will student performance be measured against those standards?

Professional development and training for school staff and parents are issues which both Court and School District consider vital to affecting educational reforms. The School District states its intention to begin such training immediately in some schools and/or clusters. The Court questions how effective such immediate training will be in areas such as standards and assessment which, having been identified as needing revision, are in a state of flux. In light of the 23 years of delay in this case, the Court apparently requires a greater assurance of the ability of the School District to meet its goals by clearly and specifically identifying their processes and timelines to the Court.

3. Education Improvement

The Court's remaining concerns regarding education improvement are (1) the expansion of career and magnet programs as they relate to school-to-work and/or college transitions, (2) school

self-evaluations and (3) the assignment of more experienced teachers to racially isolated schools. The School District has responded to the first item through their discussions of "real-world" competencies, establishing partnerships with employers and developing culminating and performance standards. The Court requires more specific explanations of these procedures, the development of plans for having school self-evaluations, and for specific policies to insure making more experienced teachers available in racially isolated schools.

4. Desegregation Strategies

Magnet schools are a staple of desegregation cases across this country and often serve as the primary legal remedy to the integration of school districts. While such programs have not always served to increase the integration of racially isolated schools, such programs have often served to stabilize integrated populations. The School District has made a commitment to maintain the magnets currently in existence. The Court has required a plan that would expand the current magnet system as well as provide for other advance programs in racially isolated schools through the provision of additional resources to those schools. The Court also wishes to review other potential desegregation remedies including, among others : changes in boundaries and/or feeder patterns, new facilities, student transfer opportunities, culturally diverse activities, etc.

5. School Climate, Safety and Discipline

Absenteeism and truancy are problems which the School District Action Plan hopes will diminish in importance when schools are restructured into smaller learning communities. The Court, concerned with the seriousness of these problems in racially isolated schools requires that there be more direct action to reduce absenteeism and truancy. One specific action the Court requires is the return of Home and School visitors. In addition the Court addresses the issue of school climate

by requiring the development and distribution of a voluntary dress code.

6. Organizational Restructuring

Although elements of the Children Achieving Agenda are evident in a number of districts, the proposed specific structures of clusters and supporting instructional and social service networks as envisioned for Philadelphia have no direct parallel. The use of cluster support systems related to professional development and family services will provide the school community greater access to these services than the current regional structure permits.

However, the Court will not permit a change in the regional organization of the school support structure until the School District has identified whether all current supporting functions will be included in the proposed reorganization. While it may be argued that the current structure does not work, the Court has not yet heard sufficient information that the current structure cannot work. In addition, the Court requires further information, especially as it applies to racially isolated schools, on the Equity Formula for Resource Allocations which the School District is now developing.

7. Facilities

Inadequate facilities and maintenance deficiencies in many of the more than 260 buildings for which the School District is responsible are extensive. The School District is committed to an extensive inventory and evaluation of all of its holdings but has not addressed a process for meeting the delay in filling current work orders. The Court requires that the School District address the need for immediate repair and stabilization of its extensive physical plant beginning with the more than 134 racially isolated schools.

8. Reporting and Monitoring

The only unresolved issue in this area addressed by the Order of April 27, 1995, regards the ability of the School District to provide baseline data in areas requested by the Pennsylvania Human Relations Commission.

9. Resources

The Court has accepted the School District's promise of a report of the Task Force on Management and Productivity to be made available in August of 1995. There are questions, however, as to whether the scope of this report is designed to meet the needs of the Court's request for information.

Both the School District and the current Intervenor groups believe the Commonwealth is responsible for past inadequate funding of Philadelphia schools. Perhaps most important is that both are also in agreement that the Commonwealth should be brought into the case as a party to be held as a crucial partner in the funding of the "thorough and efficient education" issues which this case addresses. The Court has promised to rule on this issue once the District's modified plan has been approved.

CCPEP CONCERNS

Even when there are differences in the definition of terms and/or timelines for implementation in the documents discussed, the broad concepts and the need for change in those areas are not in debate. Nor is it debatable that the timing of the Court and the School District attention to educational reform provides a striking opportunity that this city cannot afford to miss. CCPEP remains concerned, however, that there are elements of educational reform as well as the

process of reform itself which may yet serve as stumbling blocks for the effective advance of educational change in Philadelphia.

Definitions: As mentioned previously in this report, differences in Court and School District documents often centers on the definitions each assigns to the key elements, processes and/or outcomes that are necessary to specifically meet compliance and reform needs. CCPEP believes that a common lexicon should be agreed to so that all parties may begin discussions on common ground.

Process and Timelines: How the above elements are defined often sets the parameters for the process chosen and expected time of completion. While agreement on definitions is still debated so too will the establishment of reasonable timelines. It must be recognized, however, that the Court has both the right and responsibility to require timelines that most expeditiously alleviate any past non-compliance of the District on desegregation issues.

Accountability: The Children Achieving Action Plan assumes responsibility on the part of the School District and its employees to meet the educational needs of the children in public schools in Philadelphia. The Court in turn holds the District responsible for those elements of education most directly related to the desegregation case before it. Both School District and Court envision a broader role for parent and community in establishing educational reforms. And the Court's recognition of union concerns in its most recent order emphasizes the importance that all organizational entities in the school community must be part of the decision-making process.

Yet CCPEP remains concerned that neither the process nor means of holding District, staff, community, parents, union are more specifically identified in terms of governance. The Court holds the School District accountable for supplying a modified plan, reaching the goals set by that plan and submitting reports as defined on a timely basis. However, until the roles of parents, community and School District Staff are more clearly defined in terms of governance, the confusion inherent in wondering "who's in charge" will prevail over any expected educational reform. In turn, how does the Court intend to hold the unions and community responsible? These questions need to be addressed if accountability is to pass from a vague expectation of "people will be held accountable" to the specific, measurable and attributable responsibilities which will demonstrate **how** all participants in this educational reform **are** held accountable.

While recognizing that these roles need to be refined, we do not think any of these concerns should be a reason to be faint-hearted about the bold Children Achieving Plan. We hope that seasoned educators and their leadership in the Philadelphia Federation of Teachers and Commonwealth Association of School Administrators will commit to this plan and bring the experience that is so necessary to making it work.

Assessment: CCPEP recognizes that in order to hold people and systems truly accountable, one must be quite clear about the expectations and measures of performance. This remains true for the evaluation of student academic performance in the classroom to the evaluation of any employee in reference to his/her work performance. But the measures for academic performance for Philadelphia students have yet to be established and for the next year at least the District will run with a dual organizational structure. How will we assess student and staff performance in the transition from

A Confluence of Opportunities

what is now to what will be the Children Achieving model, or does true measurement only begin once Children Achieving is fully in place? How and what will we measure? How will we know when enough is enough? How will we know when to do better? In the next few months, the proposed number of changes expected within the Philadelphia public education system from structures to standards will be staggering. Virtually every level of education in the system will be in the midst of conversion.

CCPEP remains concerned that because process and/or organizational changes will be easier to assess, there is a danger that the change in student academic results, school by school, will not be pursued until the structure in which it exists is assessed and deemed perfect.

Organizational Structure: A cluster organization of schools envisioned by the Children Achieving Action Design has been one of the major points of discussion in virtually all circles. While the current regional model was not necessarily inherently flawed, its implementations appears to have served schools and students differently from region to region. Despite organizational imperfection, those functions which were effective must be identified and included in the vision of the clusters. There is concern, however, that while the debate over the organizational structure of the District continues, it takes time, energy and focus from more direct student performance issues.

Magnet Schools: Nowhere has the lack of definition of terms more impeded discussion of educational reform in this city than it has in the area of magnet schools. This term has been used to identify the District's historic special admission schools such as Philadelphia High School for Girls,

Central, Masterman, Saul High School; schools whose admissions have been zero-based for desegregation purposes such as the High School for Creative and Performing Arts; and themed schools with accelerated academic programs regardless of population.

CCPEP supports the maintenance of historic special admission schools and existing magnets for desegregation purposes but recognizes the expansion of such models may indeed "skim" the highest performing students from neighborhood schools. CCPEP is concerned, however, that while attention is clouded by varied magnet arguments and definitions, the opportunity to establish within each school accelerated academic programs, perhaps tied to special themes and funded through federal programs, will be delayed.

Funding: It is significant that both the School District and the several Intervening groups in the desegregation case have supported and believe vital, the inclusion of state government as a party to the case. The Court has determined that it cannot rule on this issue until the School District provides an acceptable plan and certain assurances regarding its fiscal, administrative and educational effectiveness.

To address the on-going concerns about School efficiencies, CCPEP believes the School District should respond to the Court order for information in the following three areas:

School District audits : There is a broad perception that the School District of Philadelphia is, by nature of its size (23,000 employees) and budget (\$1.5 billion for FY 95/96), inefficiently managed. Both financial and performance audits should determine whether funds have been appropriately allocated by the District for instructional program, school support services and administration.

Creative Partnership and ideas: The School District, has already demonstrated a great deal of initiative in obtaining foundation funding as well as in establishing partnerships with the business community. However it must continue to seek funding options beyond the immediate need to match Annenberg dollars for the reform process itself. It is clear that foundations cannot be expected to make up for insufficient public funds for general operations but at this critical juncture they can help to offset the costs of reform.

School productivity: Ultimately the funding, economies and efficiencies, accountability and responsibilities must be played out at the school level if children in Philadelphia public schools are to succeed. Student success requires a common desired outcome by all the parties involved : student, parent, principal, staff, union and School District. This will require looking at the structures, hours and work rules, many specified in contracts and agreements, to determine how students can best be served.

CCPEP believes that issues which will need discussion include prep time, class size, schedule and job duty flexibility, among others. While recognizing many of these issues are already being discussed or have already been modified on school by school basis, others have not. Future contract negotiations will need to address assessment, accountability and resource issues as they affect the staff. If materials, better working conditions and other tangible resources are the School District responsibility and share, what is the staff responsibility and share to guarantee student achievement?

Again, how will we know success, how will it be measured and how will accountability be established?

Ultimately, however, there is a governmental responsibility to provide "a thorough and efficient education" to all children in the Commonwealth of Pennsylvania. While there is general agreement that additional state funds are key to the success of this reform, there is less clarity about the means of compelling the state to meet its responsibility. The Court through the case currently before it can define and re-emphasize the State's responsibility to provide such an education.

CCPEP believes that Superintendent Hornbeck has made a good case for the money he proposes to spend. It is true that it is a large, even staggering sum, but it is not out of reach on the basis of per pupil expenditure made available to the suburban districts that surround us. We are in a position of playing catch-up for many years of under-funding. And catch up we must.

The Learning Transaction: This report originated in the need to reflect on the specific issues brought up in Court and School District documents but this report would also be incomplete if it did not take into consideration some of the issues not addressed.

The many elements which make up CCPEP's concerns and the unresolved issues between Court and School District are primarily those of structure, governance and/or process. The results expected from student performance and how all of the structure and governance issues will actually and effectively drive teaching practices are as yet barely explored. As District, Court and public wrestle over definitions, structures and roles, it is important to measure these changes against the learning transaction - what takes place between teacher and child in the classroom. That measure does not always seem to be a function of the educational equation as funding and reform needs drive

educational choices.

We see lack of funding driving choices which support the reform initiative but back off from key education elements that are recognized, proven and agreed upon as vital to all student learning. For example, the passing of the School District budget on May 24, 1995 provides for the reform initiative intact in one quarter of the city schools represented in the first six clusters. However, the promise of full-day kindergarten for all eligible children as agreed to by all parties has been reduced to only at-risk schools in those clusters.

CONCLUSION

It might be wise to reiterate the different purposes of the documents being discussed in this report. The Children Achieving Action Design is an extraordinary vision statement which places first and foremost the need for all activities of the District to result in increased student academic performance.

The Court documents and subsequent School District responses must address the specifics of how the vision will confront the identified inequalities of educational opportunity and outcome for the children of this city. The Court, responsible for requiring the School District to rectify those inequalities, cannot measure the vision only the means and results promised.

There have been innumerable education plans that ultimately served no one. The last six months of back and forth discussions between the School District and Court have been characterized by many as a "waste of time" or "jockeying for position and power." But the clear identification of what can and will be done to improve student learning and how specifically those changes will be

measured is absolutely vital to the success of children in Philadelphia schools.

It is important for the public to be aware that this case does not end with the presentation of a School District plan which the Court can accept and order implemented. Rather this case actually begins at that point. Over the next six months alone, additional reports on magnet schools, special education, bilingual programs and management productivity will be sent to the Court which may again require modification of the plan or its parts. If we are not clear about what is to be done and willing to take on a role of monitoring and questioning the effectiveness of what is done, surely another 23 years and two more generations of our children may be lost.

Philadelphia has a history of reform efforts that have not worked over the long term or to great effect because they lacked either public or professional will. Neither Children Achieving nor the desegregation case can become a casualty of this entrenched and self-defeating attitude. Educational reform in our city cannot proceed as an either/or proposition.

Many of the requirements of the Court documents and the changes in Children Achieving are long over due and so fundamental that its difficult even to call them "reforms." CCPEP supports full funding to make possible these changes. As demonstrated in this report, Court and School District are very close to full agreement on the educational changes needed for Philadelphia public schools, especially in those areas integral to the desegregation case itself. It is vital that these areas in agreement not only be recognized by the parties involved, but vigorously pursued.

CCPEP believes that parents and citizens must emphasize to all parties involved that we will not permit the few areas of difference to be used as the means for educated adults to posture while failing to educate another generation of children.

###

SUMMARY: SCHOOL DISTRICT RESPONSE TO THE COURT- MAY 19,1995

This document offers School District responses to specific Court concerns raised through hearings and the November 28, 1994 and April 27, 1995 Court Orders. Among the areas addressed are:

Parental Involvement: The District has included as Appendix A, an action plan presented to it by Parents Union which lists expected behaviors and actions by school personnel and parents. Key District personnel responsible for the development with the community of a comprehensive plan for parental Involvement are also identified.

Teaching and Learning/Professional Development: Standards and Assessments have been addressed more specifically regarding the participants (teachers, principals, parents, curriculum specialists, business, higher education, etc., with technical assistance through the Philadelphia Education Fund) and the actual process for the development of standards and assessments tools.

Educational Improvement: (a) Career Academies and Magnets - A report will be issued on June 30, 1995. (b) School Self-Evaluations - The District feels its yearly School Improvement Planning Process addresses this issue. (c) Experienced Teachers in Racially Isolated Schools - Defined by the District as the number of years in the profession, 60.13% of teachers in racially isolated schools and 62.68% of teachers in non-racially isolated schools have seven or more years of experience. The District and PFT are discussing schools where the percentage of experienced teachers is not so high. Through aggressive outreach, the District has added 200 certified substitutes.

Desegregation Strategies: The District will produce a report by June 30, 1995.

Resources: (a) Management and Productivity Task Force - Their report will be available in August 1995. (b) Reductions in Staff - With reference to Appendix B the District notes a drop of

35% in central administration staff and 49% in paraprofessionals over the last seven years.

Appendix C refers to Positions To Be Added over the next two years, primarily in school and student support areas. (c) Follow-Up of Prior Audit Findings and Recommendations - refers to Appendix D and recommendations by the City Controller with School District Responses.

(d) Vehicles - includes a summary of vehicles assigned by department and the permitted use of each.

(e) School Board Member Expenditures - refers to a list of same in Appendix E.

School Climate, Safety and Discipline: (a) Responding to Absenteeism and Truancy - The District refers to Appendix F and the unrealistic expectation that home and school visitors can deal with over 40,000 absences a day. What is expected is that these issues will only be addressed by dealing with "root causes" of absenteeism. (b) School Safety - The District offers previous lists of current safety and violence prevention initiatives. (c) Model Voluntary Dress Code - to be developed and presented to schools before June 30, 1995.

Organizational Restructuring: (a) Resource Allocations Formula - is still in development. (b) School District Restructuring - The District lists its progress to date in establishing the Office of Standards, Accountability and Student Support, School and Cluster Councils, Small Learning Communities, Clusters, Cluster Leaders, Teaching & Learning and Family Resource Networks, Equity Assurance, and the Transition from Regions to Clusters (Appendix G).

Facilities: The survey will be completed but the District proposes repairs based first on danger and/or severity, then all racially isolated schools.

Reporting and Monitoring: The District will address Human Relations Commission requests for data. External monitoring will continue in the context of this case and perhaps through the Mayor's recently established position of Education Advocate within his administration.

SUMMARY OF THE NOVEMBER 28, 1994 DESEGREGATION ORDER

"Proven educational strategies have been too long denied to Black and Hispanic students in racially isolated schools." This key statement appears early in the November 28, 1994 order issued by Judge Doris A. Smith in the now 24-year old desegregation case between the Pennsylvania Human Relations Commission and the School District of Philadelphia.

After a year of testimony and another nine months of research by a court appointed educational team, the court issued an order which identified 11 key areas of needed educational change and listed 46 specific actions which must/will be addressed.

The court in its order used the structure of the Education Team Report without accepting or ordering all of their recommendations.

The bulk of the order's 46 points however, were to be incorporated into a plan submitted to Judge Smith in February 1995. This followed by a mere two weeks, the release of Superintendent Hornbeck's own School Reform Plan.

Among the areas which were addressed :

Parental Involvement - Item 1 in the Court Order

* On outreach strategy must be created and implemented to encourage parents to be more

involved in their children's education.

Teaching and Learning/ Professional Development - Items 2 - 10

* Full day kindergarten will be made available to all eligible children in racially isolated schools by September 1995 and to all children in the District by September 1996.

* Student/teacher ratios will be reduced in all grades and 1 teacher and 1 aide for every 20 children will be provided for grades K - 3.

* Curriculum and performance standards will be set and assessments developed for the School District.

* Staff development based on the established standards, including the expectation of high student performance will be made available.

* The School District must reach out to institutions of higher learning to provide better preparation of teachers in urban settings.

* The School District must also reach out to colleges, public agencies and governmental sources to provide pre-school, community school, health and other support opportunities to its children and families.

* The School District shall evaluate its bilingual and special

education programs.

Education Improvement - items 11-14

* Levelling of classes to be completed no later than the end of the first full week of classes in September, 1995.

* The use of uncertified and/or multiple substitutes in racially isolated schools will stop.

* School to work programs including magnets and academies will be expanded. (also a desegregation issue)

* Each school must complete a self study of its program, parental involvement and goals after the new standards are released.

Desegregation Strategies - items 15-17

* The Office of Desegregation shall be abolished and an Equity Assurance office instituted.

* School feeder and/or cluster patterns and all new construction must consider improving racial balance (see especially the 1983 Memorandum of understanding in this case.)

Resources - items 18 - 21

* The School District shall be more diligent in seeking out funding sources.

* An independent performance and financial audit of the School District must be completed-

greater allocation of funds to school site and/or the requirement of additional state funding are dependent on the results.

School Climate, Safety and Discipline - items 22 - 27

* The District shall identify both the range of programs available (anti-graffiti to peer mediation) which are available to schools as well as the schools in greatest need of these programs.

* Schools with the highest rates of absenteeism, truancy, drop-out or students involved with juvenile justice will have additional home & school visitors or probation officers assigned.

* The District shall develop and maintain a system wide code of student behavior and voluntary dress code.

* Alternative schools shall be established for the temporary placement of disruptive students.

Organizational Restructuring - items 28-32

* Each school will have a Local Council to participate in standards setting, budget development and the recommendation of staff. The Council will not have the authority to hire or fire staff (a PFT contract issue) or to actually control the school site budget.

* An Equity Assurance Office, with a primary function of Student Recruitment and Education Counselling and a Professional Development Center will be established.

* In the absence of substantive data for an alternative plan for

carrying out the function of the regional offices, those office are to remain.

* A time-table for restructuring including a formula for the re-allocation of resources, must be included in the plan.

Accountability - items 33-36

* The court requires a plan of School District progress both internal and external evaluation.

* A system of accountability will include measures of student performance and achievement, appropriate assessment standards, rewards and sanctions through site visits and annual individual school reports.

Facilities - items 37 - 39

* The School District must develop a plan to each school. This plan will also evaluate adequacy of staff and method for dealing with repairs. Special attention will be given to racially isolated schools.

Overcrowding - item 40

* The School District must develop a plan to include an evaluation of existing school buildings and available space and a time table for renovation and new construction.

Reporting and Monitoring - items 41 - 46

* The School District must develop a plan to report its progress which includes : bi-annual reports for the next three years (beginning July, 1995),

annual reports thereafter and an identification to staff responsible.

Reductions in the racial disparities in academic achievement should appear by the 1996-1997 school year, if not sooner.

* The Court will conduct independent monitoring of School District progress by appointing a three member committee to review all reports. The Court Committee will have access to a seven member, Court appointed, Advisory Board.

* The court retains jurisdiction until evidence is presented that the School District has complied with the court order.



FOUNDED IN 1880

CITIZENS COMMITTEE ON PUBLIC EDUCATION IN PHILADELPHIA

1995 - 1996

WHAT WE ARE

CCPEP is an Advocacy Organization.

What we advocate for can be identified as policies and programs that support the highest quality public education for the children of Philadelphia.

High quality public education includes equal opportunities and inputs for all children, learning environments appropriate for each child, high standards and expectations, etc.

WHAT WE DO

We advocate and influence public education policy as:

An Outside Voice

A Monitor

A Coalition Builder

A Source of Information

both collection and dissemination

A Developer of Pilot Programs

Through these means we work at School District, City and State levels to impact on policies and processes of education.

HOW WE DO IT

All of CCPEP's committees and activities (except those that are administrative in nature) relate directly to the advocacy roles listed above.

An Outside Voice

Committees:

Annual Meeting

FORUMS

Activities:

Testimony/comments in newspapers

participation in Task Forces

Promotion Policy

Adolescent Sexuality

School-Based Management

Multi-Cultural, Multi-racial, Gender

Standards

Attendance at Superintendent's Cabinet Retreat

Leadership of monthly meeting w/Superintendent

Requests by funders for participation in developing projects (RFPs)

Service on Desegregation Case Advisory Board

A Monitor

Committees:

Activities:

Representation at School Board Meetings

Representation at Court Deseg Case

Leadership of monthly meeting w/Superintendent & Cabinet

Participation in Task Forces

A Coalition Builder

Committees:
FORUMS

Activities:

Coordination of participation in Desegregation lawsuit
Preparation with Home & School and Parents Union monthly meeting with Superintendent & Cabinet
Work with the Alliance of Public School Advocates

A Source of Information

Collection:

Committees:
Projects Committee

Activities:

School Visits (Resource Study, Cluster Study, K-science)

Dissemination :

Committees:
Newsletter/Newsbrief
Annual Meeting
Program Planning
FORUMS

Activities:

Reports (promotion policy, SD budget)
public testimony
talks with media

A Developer of Pilot Programs

CCPEP initiates and/or develops pilot programs to study particular education issues and completes in-depth analysis of the results.

WHAT OUR ACTIVITIES LEAD TO

Influence Public Education Policy

SD promotion policy based on CCPEP report
SD Budget now formatted as CCPEP suggested in budget rpt.
Multicultural issues included as part of standards project

HOW OUR ORGANIZATION SUPPORTS OUR MISSION

Committees:

Financial Planning
Membership
Nominations

COALITION TO CLOSE THE GAP

A 25- year long desegregation case has shown the Governor how to do the right thing for Philadelphia school children. Let's make sure he does.

Doing the right thing means that Philadelphia school children will have what so many other public school students in the Commonwealth have:

- . full day kindergarten for every child
- . class size of no more than 20 in grades K - 3
- . teachers settled in with their classes by the second week of school each year
- . books and other appropriate instructional materials for every child
- . programs to address attendance, drop-out rates, and disciplinary support in each school
- . programs that offer community support services to parents and children
- . a clear set of academic standards that children, teachers, and parents understand
- . school staff who are always learning so they can best teach and support every child
- . a strong parent voice in supporting learning and making school decisions

**Tell the Governor to do the right thing -
Find the funds to support Philadelphia's
school children NOW!**

Call the Governor at 1- 717 - 787 - 2500.

EDUCATION NEWSBRIEF

A publication of Citizens Committee on Public Education in Philadelphia
October, 1995

Vol. 2, No. 1

CHILDREN ACHIEVING'S FIRST DAY OF SCHOOL

PHILA. SCHOOL DISTRICT CLUSTERS

AUDENRIED CLUSTER : (Southeast)

Frances Williams, Cluster Leader

Office : 351-7105

Elementary: Alcorn, Arthur, Childs, Durham, McDaniel, Smith and E.M. Stanton; Middle: Barratt and Peirce; Senior High: Audenried.

MARTIN LUTHER KING CLUSTER : (Northwest)

Fred Farlino, Cluster Leader

Office : 248-6640

Elementary: K. Day, F.S. Edmonds, Elwood, Hill Freedman, Howe, Kinsey, McCloskey, Pastorius, Pennypacker, PrinceHall and Rowen; Middle: Leeds, Lewis and Wagner; Senior High: M. L. King.

OLNEY CLUSTER : (Central East)

Alice Reyes, Cluster Leader

Office : 456-3014

Elementary: 5th & Cayuga, Barton, Birney, Feltonville/Horn, McClure, Morrison, Olney Elem. and Taylor; Middle: Central East, Clemente and Cooke; Senior High: Olney.

STRAWBERRY MANSION CLUSTER : (Central West)

Karen Delguercio, Cluster Leader

Office : 684-8980

Elementary: Allen, Blaine, Douglass, Gideon, L.P. Hill and Whittier; Middle: Strawberry Mansion and Rhodes; Senior High: Strawberry Mansion.

WASHINGTON CLUSTER : (Northeast)

Linda Gottlieb, Cluster Leader

Office : 281-2646

Elementary: Comly, Decatur, Fitzpatrick, Frank, Greenberg, Hancock and Loesche; Middle: Baldi, LaBrum and Rush; Senior High: Washington.

WEST PHILADELPHIA CLUSTER : (Southwest)

Janis Butler, Cluster Leader

Office : 471-8371

Elementary: Comegys, Wilson, Harrington, Barry, Bryant, Hamilton, Huey and Lea; Middle: Sayre and Shaw; Senior High: West Philadelphia.

The Ten Points of the Children Achieving Agenda are listed below with a summary of their status as of the first day of school.

1. Set High Expectations

Children Achieving has set an ambitious agenda of structural reform, has begun to develop standards with the Philadelphia Education Fund and, in the schools, has begun training staff and parents for local decision-making.

2. Design accurate performance indicator to hold everyone accountable for results.

* Academically - student performance in the first six clusters can be measured against the Stanford 9 Test given in Spring '95.

* Organizationally - the first six clusters are established.

* At every school there is the expectation that each of the following will be improved:

- safety
- reading, math, science performance
- decisions being made differently
- teacher/student attendance

It is important that every school be able to provide the specific amount or kind of improvement expected. It is not sufficient to identify a program that will be put into place (a strategy). It is vital that schools be able to identify a measurable improvement or the specific effect the strategy will have on the student in the classroom.

3. Shrink the centralized bureaucracy and let schools make more decisions.

At the moment, the District is functioning with both regional and cluster structures. This dual system makes it difficult to establish some lines of communication and authority.

(continued on page 4.)

CHILDREN ACHIEVING UPDATE:

WHAT DOES IT ALL MEAN ?**SMALL LEARNING COMMUNITIES**

- Small Learning Communities will be groups of between 200 - 500 students in each school, grouped in the same grade or across grades, with their parents, teachers and other school staff for support. (For example, in a school with 800 children there could be two, three or four small learning communities.)

- Members of Small Learning Communities will work together to support the health and develop the learning of the children in their group. (Examples of small learning communities are the Academies, charters and houses in middle schools.)

- Because the teachers and parents will know all of the children well it will be easier to identify and provide the social and academic supports each child needs to learn.

SCHOOL COUNCIL

- The School Council is the governing body of school-based decisions.

- The School Council may include as many as 19 people. At least 51% will be teachers while the other 49% will include the principal, parents and at Middle and High School levels 2 students.

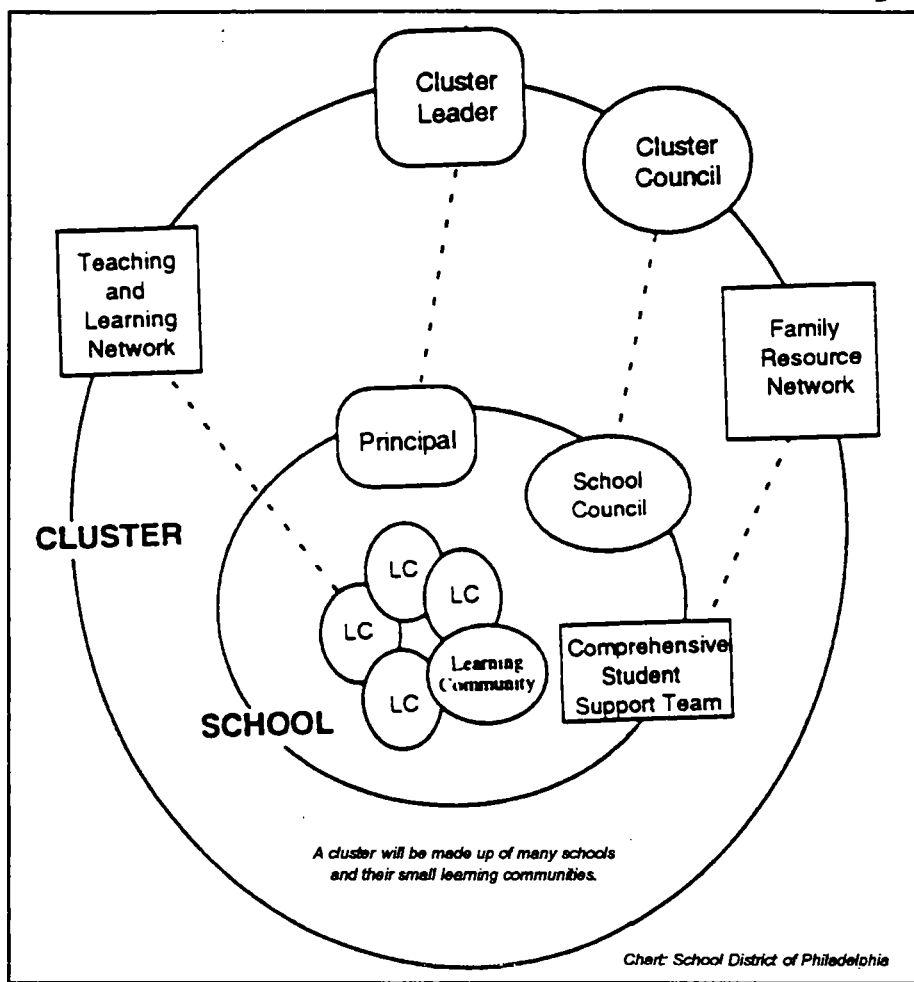
- The School Council may make decisions on schoolwide policies (security, transportation & building maintenance), review school improvement plans and budgets, make recommendations regarding curriculum and teaching and conduct extensive public outreach programs to keep the community informed about what's happening at the school.

CLUSTER

- A cluster includes all of the elementary and middle schools that feed into a particular high school. (There will be 22 clusters of schools, one for each of the neighborhood high schools in the District.)

- Clusters focus on teaching, learning, and providing family supports as a child moves from grade to grade, from school to school.

- Clusters are organized around the natural neighborhood pattern that feed children from a particular elementary school to a particular middle school to a particular high school and allow for the child's transition between schools to be made easier.

**CLUSTER LEADER**

- The Cluster Leader coordinates and leads the activities of the cluster.

- Cluster leaders work with Cluster Councils to develop the programs and supports for families, children and staff through the Teaching and Learning Network and Family Resources Network.

- By acting as a facilitator and communications link among school administrators, staff, parents, community groups and partner organizations, the Cluster Leader will ensure the supports that lead to improved student achievement.

CLUSTER COUNCIL

- The Cluster Council is the representative body for the group of schools in a cluster.

- The Cluster Council will be made up of the Cluster Leader, a teacher and parent from each school, and a principal from each school.

- The Cluster Council evaluates and gives assistance with the budget and educational plan of the Cluster and

oversees the work of the Family Resources and the Teaching and Learning Networks.

FAMILY RESOURCES NETWORK

- In schools, the Family Resources Network includes the school nurse, the guidance counselor, the school psychologist, the school-community coordinator and other staff.

- The Family Resources Network works with service agencies and community organizations, public and private, to coordinate and ensure support for families and children.

TEACHING & LEARNING NETWORK

- The Teaching Learning Network will provide opportunities for school staff and parents to learn more about team building, leadership skills, best teaching practices, and/or other areas which will help all the adults involved in schools and clusters to better serve children in schools.

For additional copies of these definitions, please contact CCPEP (215-545-5433).

A Bill of Rights for Education: Who's Responsible?

After reviewing a survey of attitudes on public education conducted by Public Agenda last October and conducting a few parent surveys on their own, the Philadelphia Federation of Teachers (PFT) developed a *Bill of Rights & Responsibilities* for children and staff in public schools. This Resolution has evolved out of survey information which, in the language of the document demonstrates that "the number one concern of the public, parents, students and school employees is that school should be a place where there is safety, order, respect, and high academic standards."

Among some of the rights stated in **A Bill of Rights and Responsibilities for Learning: Standards of Conduct, Standards for Achievement** are:

All students and school staff have a right to schools that are safe, orderly and drug free.

All students and school staff have a right to learn and work in school districts and schools that have clear discipline codes with fair and consistently enforced consequences for misbehavior.

All students and school staff have a right to be treated with courtesy and respect.

All students and school staff have a right to learn and work in school districts, schools and classrooms that have clearly stated and rigorous academic standards.

All students and school staff have a right to learn and work in schools where teachers know their subject matter and how to teach it.

NEWSBRIEF NOTES

The start of a new school year means, in Philadelphia, our first real experience with the implementation of the Children Achieving Agenda (p. 1). *Clusters, Small Learning Communities, Family Resources Networks, School Council.* There is a whole new vocabulary to master and use. With this edition of *Newsbrief*, CCPEP begins its commentary and explanation of Children Achieving and the unprecedented opportunities for the involvement of parents, school staff, students and community in developing schools that work for kids.

This issue of *Newsbrief* also focuses on the many responsibilities for educating our children here in Philadelphia. On this page we look at the Philadelphia Federation of Teachers' Bill of Rights and ask some questions about the responsibilities that go with them. We also ask (*Desegregation Update*, p. 5) about who's responsible for adequately funding our schools now that city and state have both backed off from any real responsibility for public education.

Responsibility and judgement are also issues (*Act 26*, p.6) in an amendment past by the state legislature requiring the one year expulsion of children found with a weapon. The definition of weapon, however, could lead to wide scale grade school expulsions after weekly show-and-tell sessions.

We also begin with this issue a new feature of **Newsbrief Notes**. **Action Alert** will inform you of actions that you, the public, must take to make public education work!

.....

ACTION ALERT

* Governor Ridge has promised that new voucher legislation will pass by Thanksgiving. Make your voice heard by calling to your senator and representative; one of thanks to those who previously voted against vouchers and one of concern for those who previously voted for them. Call CCPEP's office (545-5433) today to find out how your state legislators are voting!

* The School District has eliminated the High School Fair as one means of informing 5th through 8th graders of their options in high school programs in favor of a booklet style listing of those programs for 8th graders only. Applications for special admissions High Schools and their small learning communities must be in the child's school before 11/17.

All students and school staff have a right to learn and work in school districts, schools and classrooms where high grades stand for high achievement and promotion is earned.

Presented in a press conference in September, and adopted by Philadelphia's Board of Education in October, this document is clear about the rights of children and staff. They are less clear, however, about the kinds and levels of responsibility which will be necessary to guarantee the rights stated.

It seems fairly clear that "All students and school staff have a right to be treated

with courtesy and respect" is achieved by everyone taking the responsibility to treat each other with courtesy and respect.

In another statement, however, "All students and school staff have a right to learn and work in well-equipped schools that have the instructional materials needed to carry out a rigorous academic program" it is not clear whose responsibility it is to provide such material nor what the responsibility of staff and students is to teach and learn in environments where

(Continued on page 4.)

(CA continued from page 1.)

4. Provide intensive and sustained professional development to all staff.

The School District has held a number of professional development workshops over the summer in areas of leadership training, development of standards and curriculum and the work of the Teaching and Learning/Family Resources Networks. Although the numbers of staff and parents who attended were small, the intent is for those trained to now train others.

5. Make sure that all students are ready for school.

While all kindergarten-aged children are not yet served, the Commonwealth Court requirement of full-day kindergarten for children in racially isolated schools means children in 130 more schools (nearly 300 more classes) are receiving this crucial experience.

6. Provide students with the community supports and services they need to succeed in school.

A modified Family Resource Network has been established in each of the first six clusters.

7. Provide up-to-date technology and instructional materials.

Some additional supports have been given to the first six clusters but schools continue to rely on Title I funds, Home & School fundraisers or donations to acquire their technology.

8. Engage the public in shaping, understanding, supporting and participating in school reform

The challenge of broad-based communication of Children Achieving and cluster ideas remains. A number of public meetings have been held by clusters and at the request of the Court. People who already know about Children Achieving know a great deal. Those who know little seem to have few resources for learning more.

9. Ensure adequate resources and use them effectively.

The success of using corporate and foundation dollars to support systemic reform efforts is dynamic. There continues to be, however, a complete inability of the School District and public to obtain adequate funds to support the day-to-day experience of the child in the classroom.

10. Be prepared to address all of these priorities together and for the long term -- starting now.

While not on the scale envisioned, Children Achieving has made some broad and critical steps in maintaining this agenda in abbreviated form in nearly a quarter of Philadelphia schools. CCPEP will continue to offer information and commentary on the implementation of Children Achieving in future issues.

(PFT continued from page 3.)

those materials are not yet present.

Equally, the phrasing of "All students and school staff have a right to learn and work in school districts and schools that have clear discipline codes with fair and consistently enforced consequences for misbehavior" implies that the responsibility for maintaining discipline and a code of behavior lays outside of the students and staff themselves.

CCPEP applauds the discussion that this document will generate. We hope, however, that the decision is equally balanced between noting the responsibilities as well as rights of all persons on school grounds.

For further information and/or copies of the full resolution, contact the PFT at 215-587-6738.

CCPEP would like to thank its funders for their support:

Arco Chemical Company

Bell Atlantic

CIGNA Foundation

CoreStates

F. and M. Hamilton Trust

IBM

Mercy Health Plan

National Science Foundation

The Philadelphia Foundation

Rittenhouse Foundation

William Penn Foundation

as well as the many who support us through membership and contributions.

Desegregation Case Update:

Who's Responsible for Education ?

The City claims the state is solely responsible. The State, on the other hand, says they're not responsible, the city is.

According to the city, technically they have no responsibility for educating the children of this city.

The State has created a Department of Education and allows Philadelphia to collect its own taxes. They say that's the extent of their responsibility. In fact, the state claims that they are not even required to provide a certain level of education equally to all kids. The above actions alone meet their constitutional responsibility for providing a "thorough and efficient education" for the children of this city and state.

These positions were revealed during an October 5th hearing to determine if the city and state should be held responsible for funding education in Philadelphia, especially in regard to the 25-year old desegregation case between the School District of Philadelphia and the Pennsylvania Human Relations Commission.

Nearly a year ago, Judge Smith of Commonwealth Court would not hear arguments about bringing the city and state into the case. The two issues which the Court wished to see resolved first were :

1. **What specifically** was the School District's plan for alleviating unequal educational opportunity and outcomes for minority children in Philadelphia and ,
2. **Were the School District's current funds being wisely spent and sufficient to support a court approved plan ?**

In June of 1995, the School District submitted several audits and a plan which the Court substantially accepted. Now the costs of implementing the Court approved plan and the responsibility for supply those funds are the issues before the court. Currently, the School District must work with the money they are given by city and state. So, in the words of Intervenor's attorney, Michael Churchill of Philadelphia Interest Law Center, "[without the joinder of city and state we] have only half a defendant. One who can spend but not raise [the money needed]."

Judge Smith has said she will rule on the participation of city and state in this case by the end of October. She has also made it clear, however, that the search for additional dollars to fund the School District's current plan does not absolve the District from providing an equal and high quality education to all children for which it is responsible.

For more information contact CCPEP at 215-545-5433.

Join Citizens Committee in Supporting Student Achievement !

Every member of CCPEP becomes part of the process for improving Philadelphia's public schools.

CCPEP Membership Offers You :

- * A channel to express your concerns to the School Board and other policy makers.
- * A Forum for increasing your understanding of educational issues.
- * A network of individuals who share your interest in educational excellence.
- * Information - including data, reports and CCPEP's Newsbriefs.

MEMBERSHIP DUES

- _____ Senior Citizen (\$ 20)
Student
- _____ Member (\$35)
- _____ Sponsor (\$ 60)
- _____ Patron (\$ 100 & over)
- _____ other contributions
(Amt \$ _____)

SIGN-UP

Name : _____

Address : _____

Phone : _____
day _____
home _____

Education interest areas : _____

Upcoming FORUMS

November 16, 1995

* **Decentralization of the Schools : What are the implications? ***

(co-sponsored with Philadelphia Committee on City Policy)

February 21, 1996

* **Private Technical Institutes A Needed Link Between Public Education and Jobs ? ***

March 20, 1996

* **Clusters in Operation and Their Access to Support Groups ***

May 15, 1996

* **When Does an "A" Mean an "A" ? : What Do Students' Grades Mean ? ***

Education FORUMS are held from 12:00 Noon to 1:30 PM. Please contact our office if you would like to be added to our mailing list

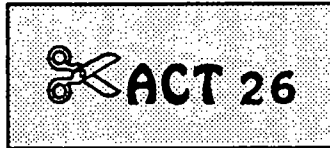
RUNNING WITH SCISSORS

Remember your grade school teacher admonishing someone during almost every art class, "Don't run with those scissors; you'll hurt yourself (or someone else)" ?

In the state of Pennsylvania, it may now be illegal for your child to even have possession of those scissors and any number of other items identified as weapons.

State legislators passed an Amendment, *Act 26*, tacked on to an agricultural education bill, requiring the expulsion for at least one year of any student found having, not necessarily using, a weapon on school property, at school events, or to and from school.

A weapon can be anything "capable of inflicting serious bodily injury". That could mean the 9 year-old carrying a bat to school, a first grader with his/her first pair of pointed scissors, a child showing off a pen-knife or old fashioned nail file.



Students found with any of the above items and a number of others identified in this bill, **must** be reported to the police, and regardless of circumstances **must** be

expelled from school for at least one year. While there may be a hearing the outcome is predetermined; only the superintendent of each district has the ability to recommend something other than expulsion.

This law may have been intended to create a safer school environment. In reality its draconian requirements remove from teachers and other school staff the ability to judge children and situations and may require them to excessively punish some children for minor infractions.

For further information, call The Education Law Center: 215-238-6970.

*Editor : Gail Tomlinson
Layout : Veda Henderson*

6

**Citizens Committee on
Public Education in Philadelphia**
311 South Juniper Street
Suite 307
Philadelphia, PA 19107



Non-Profit Org.
U.S. Postage
PAID
Permit No. 1716
Philadelphia, PA.

Re: Phone Response for White House Conference on Child Care

Mr. John Villapiano was called on Friday, October 17, 1997 by Jon Poling, intern for Nicole Rabner. Mr. Villapiano was informed that we were unable to accommodate his request for an invitation to the White House Conference on Child Care, but we appreciated his interest. He was referred to the Satellite Downlink Sites in New Jersey. He requested that we keep his information on file for an follow up events to the conference. No written response was given to this letter.

For File



SEASHORE DAY CAMP AND SCHOOL

WHERE LEARNING AND FUN COME TOGETHER

345 Second Avenue (corner of Bath Avenue)
Long Branch, New Jersey 07740
(732) 222-6464 (732) 870-1617

Ownership: The Villapiano Family
Coach Gus Villapiano (1912 - 1984)
John Villapiano, Director

October 10, 1997

John Poling
Office of the First Lady
The White House
1600 Pennsylvania Avenue
Washington, D.C.

I understand there will be a Child Care Forum at the White House on October 23 and would like an opportunity to attend to represent the private sector of preschool education. Please find my biography enclosed.

As the Chairman of the Ocean Township Democratic Organization and owner of Seashore Day Camp & School, a private facility in Long Branch, New Jersey, which has been successfully educating 270 children age 3-10 for the past 24 years and providing recreational activities for more than 800 young people a season for the past 71 summers, I believe I could:

- Make a valuable contribution to your conference.
- Offer insight into programs that could save money.
- Bring forward an educational model that has proven results which can be useful in setting guidelines for early childhood education.
- Help accomplish the goals that will be addressed.

In addition to creating one of the most innovative, affordable programs in the state, which offers unique features such as separate campuses for nursery, pre-kindergarten and grade school, indoor heated pools, large gymnasiums and a challenging curriculum that helps children develop into well rounded individuals, I am particularly sensitive to the childcare needs of working parents. For their convenience, I provide childcare activity packages during school recesses, extended care until 5:30 p.m. and a discounted 12-month plan for those who make a year-long commitment.

The program, which has earned a reputation for taking education beyond the classroom and making learning fun, is so popular that it has grown over the past 24 years to include five nursery classes, six sections of pre-kindergarten (including an accelerated pre-kindergarten for children who miss the cut-off date for public school kindergarten), four kindergartens and first through fifth grade. What's more, it has proven results. Year after year, our students score in the top 99th percentile of the Comprehensive Test of Basic Skills, win many academic achievement awards and leave here armed with the confidence needed to succeed -- whether they enter a public school or stay in the private sector.

My involvement with children and their welfare goes way beyond Seashore.

- As a State Assemblyman, I was a strong advocate of children's rights, implemented a program to provide funding so every child in New Jersey could receive a quality education, spearheaded a movement to keep physical education in the public schools and

was responsible for millions of dollars of additional educational, municipal revitalization and grant money to the Monmouth County area.

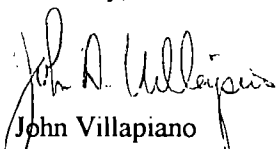
- As a coach, I have worked with hundreds of boys and girls, helping them become good enough athletes to achieve All-Star Status, become Major League draft choices and in some cases even make it to the Olympics.
- And as a civic leader, I have played an active role in enabling children to find support through the Big Brothers/Big Sisters Organization of Monmouth County and was recognized for my efforts by being named Man of the Year. I also have been honored by the New Jersey Division of Youth & Family Services for supporting programs which prevent child abuse and have been on the Advisory Board of the Monmouth County Boys & Girls Club of America.

Currently, in my spare time, when I'm not working with my own four children or attending their many activities, I referee football, coach basketball and hold leadership roles on civic committees in my town such as the Democratic Organization, the Deal Lake Commission and the Ocean Township Sewerage Authority.

After spending my entire life working with young people and acting as a public servant, I feel I understand the kinds of issues that will be brought forward at the upcoming conference and would very much like to be included in the main forum if that is possible, or, if all seats are taken, in the educational break out session.

Thank you for your consideration. If you have any questions, please contact me at 732-222-6464.

Sincerely,



John Villapiano
Director and Managing Partner
Seashore Day Camp & School

John Villapiano

19 Shadow Lawn Drive, Oakhurst, N.J. 07755 (732) 531-6783

PROFESSIONAL BACKGROUND

Owner and Managing Partner, Seashore Day Camp & School, Long Branch, NJ

Responsibilities include running and managing all aspects of the business and acting as director of this private facility which successfully educates 270 children a year and provides recreational activities for more than 800 children a summer. ♦ Brought into family business in 1973 to develop a school program and grew this part of the business to be one of the largest and most innovative preschools in New Jersey with three separate campuses for nursery, pre-kindergarten and grade school. The program currently includes five sections of nursery school, six sections of pre-kindergarten and first through fifth grade. ♦ Developed an academic program so successful that students consistently score in the top 99th percentile in the country in the Comprehensive Test of Basic Skills. ♦ Introduced new programs such as Holiday Weeks of Fun to cover school recesses and an accelerated pre-kindergarten class for children who miss the cut-off date for public school kindergarten. ♦ Won a 1995 New Jersey Family Business of the Year Award.

POLITICAL APPOINTMENTS

- Current Chairman of the Ocean Township Democratic Organization
- New Jersey State Assembly
Elected Assemblyman State of New Jersey 11th District in 1988
Member of the Conservation and Natural Resources Committee, 1988
Re-elected NJ State Assembly in 1989
Vice Chairman Commerce and Regulated Professions Committee
Vice Chairman Assembly Appropriations Committee 1990-91
Responsible for millions of dollars of additional educational, municipal revitalization and local construction grant money to the Monmouth County Area in the 1991 and 1992 State budget
- Monmouth County Board of Chosen Freeholders
Elected Monmouth County Freeholder 1987-88, Responsibility of Human Services
Created the Monmouth County Department of Human Services
Brought statewide attention to the plight of the homeless, when families were facing eviction from their shelters
- Town Council
Elected Councilman in Township of Ocean, 1979-1987

CIVIC ORGANIZATIONS

- Current Chairman of the Deal Lake Commission
- Current Commissioner of the Ocean Township Sewerage Authority
- Member of the Long Branch Chamber of Commerce

- Member of the Big Brothers/Big Sisters Organization, Named 1988 Man of the Year
- Member of the Board of Directors of the Monmouth Boys Club, the Advisory Board of the Monmouth County Boys & Girls Club of America and the Interfaith Neighbors

ATHLETIC ACHIEVEMENTS

- Inducted into the Jersey Shore Sports Hall of Fame in 1994
- Played professional football for the Houston Texans of the World Football League
- Current basketball coach and football referee

EDUCATION

- Distinguished graduate Bowling Green State University, College of Business Administration, 1974
- Graduate ROTC Bowling Green State University, commissioned 2nd Lieutenant US Army Reserves

PERSONAL

Lifelong resident of Monmouth County, married Patricia McMahon from Ocean Township and have four children, Jackie, John, Joseph and Jeannette.

October 1, 1997

Christy Walton
2525 N Avenue
National City, CA 91960

Dear Christy:

Thank you for your letter. It was wonderful to hear about your latest travels, your thoughts about what's next, and especially about Lukas.

I asked a member of my staff to look into the funding status of the WHEL study. The National Institutes of Health have not made a final decision about the study, although they noted that the results so far have been extremely promising and worth pursuing. I look forward to hearing more about the study as it progresses.

With best wishes, I am

Sincerely yours,

Hillary Rodham Clinton



The WHEL Study

Each year approximately 180,000 U.S. women are diagnosed with breast cancer and 44,000 die of the disease. Although a woman can't control many of the factors that influence her chances of getting cancer, diet is something that she has the ability to change.

There is compelling evidence that what a woman eats can affect her risk for breast cancer. Exciting new developments in the area of cancer and nutrition indicate that the phytochemicals, fiber, and antioxidants found in fruits, vegetables, and whole grains may help protect against cancer. Can a dietary pattern that is rich in these cancer-fighting food compounds reduce breast cancer risk?

The WHEL Study is the first carefully designed study to address this important question. Three thousand breast cancer survivors will be studied for eight years. Half of the women will adopt a dietary pattern that is high in fruits, vegetables, and fiber and low in fat. This clinical trial is unique in that it is the first to examine the influence of several dietary components on breast cancer recurrence. The Cancer Prevention and Control Program at the University of California, San Diego is coordinating research teams from six institutions in California, Arizona, and Texas.



PROGRAM DIRECTOR: JOHN P. PIERCE, Ph.D.
SAM M. WALTON PROFESSOR FOR CANCER RESEARCH

CANCER PREVENTION AND CONTROL PROGRAM
UCSD CANCER CENTER 0901
9500 GILMAN DRIVE
LA JOLLA, CALIFORNIA 92093-0901
(619) 622-1731
FAX: (619) 622-1745

July 18 1997

Peter Greenwald, MD.,
Director, Division of Cancer Prevention and Control,
National Cancer Institute,
Bldg 31, Room 10A52
9000 Rockville Pike
Bethesda, MD 20892-2580

re: The Women's Healthy Eating and Living (WHEL) Study (application # 1 RO1 CA69375-01A2).

Dear Peter:

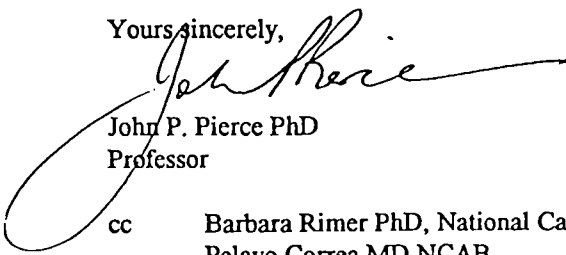
I wanted to draw your attention to a recent RO1 application that addresses an area of considerable professional interest to you. WHEL is a randomized study of the effect of a dietary pattern that emphasizes vegetables and plant foods on the probability of breast cancer recurrence. This application has recently been reviewed and has received an outstanding score (140), however, it is not clear whether such a score will be sufficient to ensure that the study receives funding in these difficult times.

You will recall that this study began with major private sector support (\$5 million) from John and Christy Walton. To date, in this study we have randomized over 800 breast cancer survivors. These women are highly motivated and are very committed to this dietary study. However, the study needs additional funding at this time or it will need to be closed down.

We believe that this study has demonstrated that the private sector can have a major role in helping with medical research. The model that we have used appears to have worked well and, if the study is funded by NCI, this could lead to further use of this model in the private sector. John and Christy Walton have always been very clear about the nature of their support for this project. They are very interested in the research question, however, their goals have been to provide seed money for innovative research so that the project can get funded through the traditional mechanisms. All along, they have wanted the quality of the research to be attested to through the peer review system.

We know that choices between projects rated as outstanding are always difficult. We would appreciate you personally reviewing the priority accorded to this project within the NCI system.

Yours sincerely,


John P. Pierce PhD
Professor

cc Barbara Rimer PhD, National Cancer Advisory Board.
Pelayo Correa MD, NCAB
Ellen Sigal, PhD, NCAB
Ellen Stovall, NCAB
Zora Brown, NCAB
John and Christy Walton, Walton Family Foundation ✓

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. letter	Christy [Walton] to FLOTUS (2 pages)	07/22/1997	P6/b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Domestic Policy Council (Nicole Rabner)
OA/Box Number: 15422

FOLDER TITLE:

Correspondence [Alpha File] [T-Z]

2012-1035-S
kc1097

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

THE WHITE HOUSE
WASHINGTON

Gen -

I called the NIH back and asked them how much I could release. They said that they are "very optimistic that the project will receive funding" but that the scores cannot be released.

- Brechen

Write a positive response that doesn't give the details away. Say specifically that NIH can't give the info. at this time.
Thanks

THE WHITE HOUSE
WASHINGTON

NIH = (301) 496-4000
women = 402-1770

100 best
500 worst

is this
public info?
—

got a 140

5.3 percentile

almost certainly get funded
(#2.8 million per year)
for 5 years

Should I draft some kind of letter
to Christy Walton?

- Brecken

Gen -

Here are ~~my~~ ^{the} results ~~data~~ from my inquiry
into the WHEL study:

- out of 500 points (500 is worst and 100 is best), this study got an excellent score of 140 which means that it is in the 5.3 percentile
- it will "almost certainly get funded unless something major happens"

THE WHITE HOUSE

September 10, 1997

Christy Walton
2525 N Avenue
National City, CA 91960

Check w/ NIH *Handwritten*
October 17

Dear Christy:

Thank you for your letter. It was wonderful to hear about your latest travels, your thoughts about what's next, and especially about Lukas.

I asked a member of my staff to look into the funding status of the WHEL study. The National Institutes of Health ~~were not able to make~~ a final decision about the study, although they noted that the results so far have been extremely promising and worth pursuing. I look forward to hearing more about the study as it progresses.

have not made

With best wishes, I am

Sincerely,

Hillary Rodham Clinton

1245
301
496
7800
X Biocella Grant
Handwritten signature and notes



THE WHITE HOUSE
WASHINGTON

August 21, 1997

2525 N. Ave.
NATION CITY, CA 94660

Christy Walton
street address
city, state zip

} need address

Dear Christy:

to look

Thank you for your ^{of} nice letter. As you requested, I had ^{asked} a member of my staff ^{of} inquire into the funding status of ^{the} your ^{WIFEL} study. ~~Though the NIH cannot give any definite information at this time, they seemed very positive over the telephone. They were very optimistic that the project would receive funding, but were not yet able to give a final answer.~~

National Institutes of Health were not able to make any commitments, but assured us that

I am glad that you enjoyed your vacation in Tuscany and hope that you enjoy your reunion this summer. Good luck with the study. I am very interested to hear the results.

Thank you again for your letter. W. Clinton

Sincerely, yours

Hillary Rodham Clinton

It was wonderful to hear about your latest travels, and especially about Lukas.

your thoughts for ~~the next~~ ~~about what's~~ next,

you have a final decision about the study, may need to be ready so far have been extremely positive and I look forward to hearing more about the study program.

THE WHITE HOUSE
WASHINGTON

sent

September 15, 1997

Mr. Chad P. Wick
President, RISE
One West Fourth Street, Suite 300
Cincinnati, OH 45202

Dear Mr. Wick:

Thank you for your letter and the information regarding the advances in your program, Winning Teams for Young Children. I am sorry that I was not able to meet with you in August, but I look forward to meeting you in the future.

Best wishes on the continued success of Winning Teams. I hope that you will keep me updated as the program progresses.

Sincerely yours,

Nicole Rabner
Associate Director for
Domestic Policy

**R i s e**[®]

RESOURCES and INSTRUCTION
for STAFF EXCELLENCE Inc.

Post-it [®] Fax Note	7671	Date	7/28/97	# of pages	10
To	Ms. Nicole Rabner		From	Chad Wick	
Co./Dept.	Office of First Lady		Co.	RISE	
Phone #	(202) 456-6246		Phone #	1-800-971-7473	
Fax #	(202) 456-6244		Fax #	(513) 721-0084	

Fax

Date: July 27, 1997

To: Ms. Nicole Rabner
Office of the First Lady

Fax: (202) 456-6244

From: Chad P. Wick
President, RISE

Phone: 800-971-7473

Chad Wick

Interactive
Distance
Learning

Message:

I have been invited to meetings with Matthew E. Melmed, Executive Director of Zero to Three and with Milton Goldberg, Executive Vice President of the National Alliance of Business on Thursday, August 7. Since I will be in Washington for the day, I was hoping that I might be able to schedule a brief meeting with you that afternoon as well.

Sorry

You may remember that our program, *Winning TeamsSM for Young Children*, was considered for the April 17 White House Conference on Early Childhood Development. The pilot presentation of *Winning Teams* is now complete and I would welcome the opportunity to bring you up to date on some exciting possibilities for future presentations. I also thought you might be interested to read the attached reactions from national leaders in the field.

Please let me or my assistant, Lyn Martin, know whether your schedule permits a brief meeting on the 7th. I look forward to the possibility of meeting you.

One West Fourth Street, Suite 300, Cincinnati, Ohio 45202

Phone 513.721.0221 Fax 513.721.0084

1.800.971.RISE



National Center for Infants, Toddlers and Families

July 2, 1997

Chad Wick, President

RISE

One West Fourth Street, Suite 300
Cincinnati, OH 45202

Dear Chad:

Thank you for including the staff of ZERO TO THREE: National Center for Infants, Toddlers, and Families at the Washington, DC downlinks of the "Winning Teams" program. We were especially interested in "Winning Teams" because our 20 years of experience working with parents and infant/family professionals in child care, early intervention, and Early Head Start programs across the United States have taught us the importance of strong parent/professional alliances. Our staff were impressed with the high quality of the program, and we hope you will find ways to move "Winning Teams" into the burgeoning field of infant/toddler child care.

"Winning Teams" has the potential for helping us to address needs we encounter in our work with early care systems around the country. It effectively communicates complex information about development and learning. It ensures consistency in what is being taught and how it is being taught, while reaching large numbers of adults in many locations. "Winning Teams" usefulness in rural areas, where parents and staff of early care and education programs often feel extremely isolated, is of particular interest to us, since we have begun to establish a network of infant/family practitioners and trainers in rural areas throughout the country.

ZERO TO THREE's national telephone survey of parents of infants and toddlers, conducted in April, 1997, revealed that parents are aware of the importance of the earliest years but have many unmet needs for information and guidance, especially about social and emotional development. "Winning Teams" content and format make it an important new resource in our field for providing parents -- and staff -- with the knowledge, skills, and commitment they need to do the best possible job of promoting young children's healthy development. Please let us know how we can join with you in making "Winning Teams" available to the widest possible audience.

Sincerely,

Matthew E. Melmed
Executive Director

Emily Fenichel
Editor, Zero to Three

Board of Directors

Kathryn E. Barnard
T. Berry Brazelton
Maria D. Chavez
Robert N. Emde
Linda Gilkerson
Stanley I. Greenspan
Robert J. Harmon
Irving B. Harris
Gloria Johnson-Powell
Sheila B. Kaminer
J. Ronald Lally
Bernard Levy
Alicia F. Lieberman
Samuel J. Meisels
Harriet Meyer
Dolores G. Norton
Joy D. Osofsky
Jeree H. Pawl
Kyle D. Pruett
Arnold J. Sameroff
Marilyn M. Segal
Rebecca Shahmoon-Shanok
Jack P. Shonkoff
Lynn C. Straus
Bernice Weissbourd
Serena Wieder
G. Gordon Williamson
Harry H. Wright
Barry S. Zuckerman

Life Members

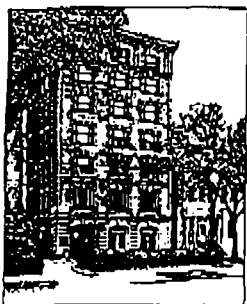
Mary D. Salter Alinsworth
Peter Blos, Jr.
Peter B. Neubauer
Arthur H. Parmelee
Julius B. Richmond
Mary Robinson
Pearl L. Rosser
Albert J. Solnit
Edward C. Zigler

Founding Members

T. Berry Brazelton
Selma Fraiberg
Stanley I. Greenspan
J. Ronald Lally
Bernard Levy
Reginald S. Lourie
Peter B. Neubauer
Robert A. Nover
Sally Provence
Julius B. Richmond
Albert J. Solnit
Leon J. Yarrow

Executive Director
Matthew E. Melmed

Associate Directors
Carol P. Berman
Emily S. Fenichel
Haida S. McGovern



Founded in 1926

naeyc

NATIONAL ASSOCIATION for the EDUCATION of YOUNG CHILDREN

1509 18TH STREET, N.W., WASHINGTON, DC 20036-1426 202-232-6777 800-424-2460 FAX 202-328-1846

June 5, 1997

Chad Wick

Deb Pinger

RISE

One West Fourth Street, Suite 300

Cincinnati, Ohio 45202

Dear Chad and Deb:

Now that the final teleconference of *Winning Teams* has been held, it seems like an appropriate time to share my thoughts about the project with you and your wonderful staff. Let me begin by expressing my sincere congratulations on your accomplishment. *Winning Teams* breaks new ground for the field of early childhood education in so many ways. As a representative of one of the collaborating partners, NAEYC, I believe that the project has made several unique contributions to the early childhood profession.

From my perspective, the greatest strength of *Winning Teams* is its coherent conceptualization of high quality, developmentally appropriate early childhood education. The entire enterprise derives from the clarity of the conceptual model. The framing of the model was a direct product of the design team which was a brilliant configuration of expertise from all the key perspectives: early childhood education, parent education, adult learning, communications, and technology.

Each of the partners in this design team not only brought state-of-the-art knowledge and skill to the enterprise but the work of each was enhanced by the collaboration. In short, the project itself mirrored the kind of partnership that is promoted in *Winning Teams* — one in which diverse perspectives are identified, communicated, negotiated, and each party learns and changes as a result.

Another major strength of the project was, of course, the quality of the production itself. As I have said before, the videotapes were the highest quality depictions of early childhood practice that I have seen. In addition, the teleconferences were carefully crafted and presented so as to make optimum use of the medium. Distance learning is currently the rage in our country and yet the power of the technology is rarely used effectively. *Winning Teams* was among the rare exceptions.

The high tech/high touch approach employed in this project was also a strength. The written materials were excellent support tools to engage participants and support the learning. Although I did not directly observe the workshops or mentoring activities, the feedback I have seen was very positive.

The most difficult challenge of *Winning Teams*, as well as its unique strength, was the attempt to involve parents as equal partners with professionals in the experience. Again, the project itself reflected its message directly. For decades, early childhood educators have strongly promoted the concept of parent involvement but, to my knowledge, no project has ever attempted to move that rhetoric to reality in the same way as *Winning Teams*. All parties learned a great deal from this effort and these lessons will be useful to all of us in our future work.

A final area of contribution that I want to mention is the broad-based collaboration that *Winning Teams* promoted among the various sectors of the early childhood community in Ohio. One of the greatest strengths as well as the greatest difficulties of the field of early childhood is its diversity. *Winning Teams* is fully inclusive of the diversity of settings where young children are served — family child care homes, child care centers, Head Start, public school prekindergartens, and their own homes. The project also involved the entire early childhood professional development community — CDA, community colleges, four-year institutions, and resource and referral agencies. Important work was done to ensure that participants had the opportunity to gain credit for their learning.

I personally have grown as a professional as a result of my participation on this *Winning Team*. I appreciate the opportunity to expand my own understanding in the areas of adult learning, communications, and technology. Most of all, I want to congratulate Deb Pinger for the brilliance with which she was able to pull together this large body of knowledge and different points of view and communicate our message to a diverse audience in such a clear and concise way.

It was a privilege to work on the *Winning Teams* project and look forward to our continuing collaboration in the future.

Sincerely,



Sue Bredekamp, Ph.D.

Director of Professional Development



July 9, 1997

Chad Wick & Deb Pinger
Resources and Instruction for Staff Excellence, Inc. (RISE)
One West Fourth Street, Suite 300
Cincinnati, OH 45202

Dear Chad and Deb:

On behalf of the Council for Early Childhood Professional Recognition, I would like to commend your work and express our continuing support.

In light of the Council's work to administer the Child Development Associate (CDA) National Credentialing Program, we recognize the immense and constant need for major institutions to work in collaborative ways to sponsor and manage high quality and accessible professional development opportunities for early care and education staff. The RISE project does so and thus provides a major new opportunity to enhance the quality of child care in the state of Ohio.

We have welcomed the opportunity to collaborate with you to support this type of career development training and encourage you to expand information about your work both throughout the state and across the nation. As a model for making a variety of professional development routes available to individuals in the early childhood field there is much for others to learn from you.

We look forward to continuing our work together in the future and we offer our wholehearted support.

Sincerely,

Carol Brunson Phillips
Executive Director

COUNCIL

for early
childhood
professional
recognition

2460 16th Street, NW
Washington, DC
20009-3575

Tel: 202-265-9090
Fax: 202-263-9161

Executive Director
Carol Brunson Phillips

Corporate Officer
J.D. Andrews

Board of Directors
Jnn McCarthy
President

Dwayne A. Crompton
Treasurer

Barbara Ferguson Kamar
Secretary

Josué Cruz, Jr.
Earline Kendall
Barbara Richardson

NICHD Study of Early Child Care

INVESTIGATORS:

Marsha Weinraub, Ph.D.
Kathryn Hirsh-Pasek, Ph.D.
Elizabeth Jaeger, Ph.D.

SITE COORDINATOR:

Elizabeth Jaeger, Ph.D.

STUDY COORDINATOR:

Sara Woboril


TEMPLE UNIVERSITY

Department of Psychology
614 Weiss Hall

13th & Cecil B. Moore Avenue
Philadelphia, PA 19122

(ph) 215-204-7327

(fax) 215-204-5539

June 24, 1997

Chad Wick, President
RJSE
One West Fourth Street #300
Cincinnati, OH 65202

Dear Mr. Wick,

Thank you for making it possible for me to see the third teleconference of the "Winning Teams" program. I heard about "Winning Teams" from a colleague, Cathie Harvey, who thought it would be of interest to me in my capacity as a Principal Investigator for the National Institute of Child Health and Human Development Study of Early Child Care. The NICHD Study is concerned with the impact of early child care on families and on children's development from birth through first grade. "Winning Teams" could have a powerful effect on the things we are studying.

I was surprised by the "Winning Teams" sophisticated curriculum and use of technology. I was pleased to see that the program is directed at parents and care givers together. "Winning Teams" offers a very good response to many of the challenges that persist in the field of early child care. How can we help parents and care givers work together to promote development? How can we provide training that uses technology without sacrificing the benefits of relationship-based learning? How can trainers maintain a consistent level of quality and integrity and deliver the training in a cost effective manner?

Young children will continue to be cared for outside of their homes in ever increasing numbers. "Winning Teams" can help to ensure that child care will result in positive outcomes for children and their families.

I have shared my enthusiasm for "Winning Teams" with my colleagues across the country, and I have encouraged them to contact you for more information about the program. Please let me know if there are any ways in which I can be useful in your efforts to bring "Winning Teams" to as many parents and care givers as possible, in Ohio and throughout the United States. Thank you for creating such a valuable resource.

Sincerely,

Marsha Weinraub, Ph.D.

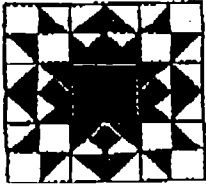
Professor

Principal Investigator

cc: Cathie Harvey

The National Institute of Child Health and Human Development

University of Arkansas, Little Rock / University of Arkansas for Medical Sciences; University of California, Irvine / University of California, Los Angeles;
University of Kansas; University of New Hampshire / Wellesley College; University of North Carolina, Chapel Hill / Western Carolina Center;
Pennsylvania State University / University of Pittsburgh; Temple University; University of Virginia, University of Washington;
University of Wisconsin / University of Texas, Dallas; Research Triangle Institute



parents, inc.

Chad Wick, President
RISE
One West Fourth St #300
Cincinnati OH 65202

June 16, 1997

Dear Chad,

Congratulations on guiding "Winning Teams for Young Children" from an innovative idea to an effective resource for adults who care for young children. In my twenty-two years of professional work promoting parent-professional partnerships, I have not seen any other program that takes the role of the parent so seriously. "Winning Teams" moves beyond partnership rhetoric. The practical instruction it presents and reinforces about how to create and sustain partnerships is quite unique.

"Winning Teams" has re-invented the concept of parent involvement. It acknowledges the challenge of creating a coherent educational environment for children at home and at school. It reveals the complexities of parent-professional relationships which are based on shared goals and characterized by reciprocity and shared power. And, it teaches successful partnership skills for translating these concepts to successful strategies and techniques.

The "Winning Teams" format - video conferences and small group sessions - is particularly effective in promoting partnerships and helping parents and teachers learn partnership skills. The video portions reinforce the role of the parents with images of children learning at home and with parents' voices presenting a developmental concept or idea about how children learn. The topics for interactive exercises in the video conferences and later, at the small group sessions, are of equal importance at home and at school - eg. self-regulation, literacy and motor development. The medium of television requires the use of conversational language and the presentation of complex ideas as simple steps. Television also offers engaging graphics to illustrate and illuminate ideas.

The statewide delivery system with interactivity among the sites creates a feeling of community among parent/participants. Parents no longer feel that their concerns and fears are their private failure. Hearing other parents speak empowers them to speak. Knowing they are not alone is a powerful motivator for continued communication with their children's teachers.

It was a professional honor and a personal pleasure for me to be part of such an extraordinary effort. "Winning Teams" sets a new standard for family support and parent education programs. It offers parents both the opportunity and the practical help to be strong, effective partners with the other adults in their children's lives. Thank you.

Sincerely,

Cathie Harvey MSW
Coordinator of Professional Training

One Penn Center
1617 JFK Boulevard
Suite 1250
Philadelphia,
Pennsylvania 19103
(215) 241-1700
(215) 241-1704 Fax

Abington Memorial
Health Center
2510 Maryland Avenue
Suite 165
Willowood Building
Willow Grove,
Pennsylvania 19090
(215) 830-1370
(215) 830-1373 Fax

Chestnut Hill Healthcare
8836 Germantown Avenue
Laughlin Hall
Philadelphia,
Pennsylvania 19118
(215) 248-8245
(215) 248-8053 Fax

RECIPIENT OF THE 1996 NATIONAL PARENT'S DAY COALITION AWARD FOR INNOVATIVE PARENTING PROGRAMS

Parents, Inc. is registered as a charitable organization. A copy of the official registration and financial information may be obtained from the Pennsylvania Department of State by calling toll free, within Pennsylvania, 1-800-732-0999. Registration does not imply endorsement.

NATIONAL ALLIANCE OF BUSINESS

June 27, 1997

Chad Wick
RISE
One West Fourth Street, Suite 300
7094 Carlene Avenue
Cincinnati, Ohio 45202

Dear Chad:

The National Alliance of Business (NAB) is a business-led organization dedicated to building a quality workforce by focusing on lifelong learning and workforce development. As a leading national organization, NAB works to build and strengthen partnerships, particularly between business and schools. NAB applauds the work of Resources and Instruction for Staff Excellence, Inc. and acknowledges the Winning Teams for Young Children Program as fundamental to building a quality workforce for the future.

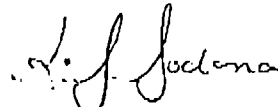
The National Alliance of Business sees the "Winning Teams" concept as an opportunity to support high-quality early childhood education. The importance of parents as the child's first teacher, partnerships between parents and teachers, and the business role in supporting early childhood education and the family friendly workplace are key to strengthening our nation's human resource development.

Awareness of the importance of a child's early years has recently been renewed by the "I Am Your Child" public engagement campaign, articles in *Time* and *Newsweek*, and the White House Conference on Child Development. The business community is being reacquainted with the concept that investments made early in life can produce long term effects, such as job readiness and life success. They are understanding that today's children are tomorrow's workforce.

Armed with an enhanced awareness, business leaders can critically assess early childhood education programs and the family-friendly policies which benefit not only the business but also the worker, the family and, most importantly, the child. Investing in families produces the long term pay-back of a responsible, skilled labor pool that will enable U.S. companies to compete in the global economy.



Jennifer Pecot
Senior Project Manager



Amanda Sodoma
Project Management Specialist

CHAIRMAN
James F. Orr III
UNUM Corporation

PRESIDENT & CEO
Roberts T. Jones

BOARD OF DIRECTORS
Leo C. Beebe
K-Tron International, Inc.

Thomas D. Bell, Jr.
Burson-Marsteller

Kathleen J. Burke
BankAmerica Corporation

James C. Cabrera
Drake Beam Morin, Inc.

Mirhael J. Carey
Johnson & Johnson

Bruce Carswell
GTE Corporation

Gale Duff-Bloom
J.C. Penney, Inc.

Jerome H. Grossman
Health Quality, Inc.

Richard S. Gurin
Binney & Smith

John R. Hall
Ashland, Inc.

Sidney Harman
Harman International Industries, Inc.

Albert Hofer
Siemens Corporation

Lawrence A. Hough
Sallie Mae

Jerry Jackson
Entergy Corporation

Glenn R. Jones
Jones Intercable, Inc.

Malcolm R. Lovell, Jr.
National Planning Association

Donald C. Mann
The Prudential Insurance Company

Pedro F. Mata
K-N Communications

Brian D. McAuley
Nextel Communications Inc.

Jewell Jackson McCabe
National Coalition of 100 Black Women, Inc.

John R. McKernan, Jr.
McKernan Enterprises

Richard L. Measelle
Arthur Andersen

Norman E. Rickard, Jr.
Xerox Corporation

Bert C. Roberts, Jr.
MCI Communications Corporation

Richard F. Schubert
Drucker Foundation

T. Quinn Spitzer
Kapner-Trogos, Inc.

Roger T. Staubach
The Staubach Co.

Roger L. Thieme
NAPC

Anne-Leo Varville
IBM Corporation

A. William Wiggan
Motorola, Inc.

Alan L. Wurtzel
Circuit City Stores, Inc.

Sam Yau
National Education Corporation

Raul Yzaguirre
National Council of La Raza

COUNSEL
Roderick A. DeArment
Covington & Burling



Department of Family Relations
and Human Development

135 Campbell Hall
1787 Neil Avenue
Columbus, OH 43210-1295

Phone 614-292-7705
FAX 614-292-7536

June 6, 1997

Chad P. Wick, President
Debra C. Pinger, Vice-President
RISE
1 West Fourth Street Ste 300
Cincinnati, OH 45202-3603

Dear Chad and Deb,

It is hard to believe the pilot year for *Winning Teams* is over! What an exciting and fruitful year. I am writing to express my general enthusiasm for the success of the entire program and to send you my specific reflections while they are still fresh.

First, I have to comment on the incredible collaboration that took place among the members of the design team; I personally learned so much from the experience of the design process and, from each of my colleagues on the design team. I have participated in many Ohio early childhood projects over the past 15 years, but never one with the synergy created by this team. The credit, however, truly belongs to the two of you--it was your inspiration and vision to convene this diverse team representing early childhood, parent education, adult learning, media/distance technology and professional development. But, it goes so far beyond simply convening the team. Many excellent teams are convened that never create fantastic products despite their potential as a team. I think the success of this collaboration lies with your incredible abilities to bring people truly together, to create a sense of team, to listen and learn with us, and to use the best of the ideas that are generated. Deb, your ability to listen to all of the ideas, to generate your own incredible insights, and then to synthesize them all is truly remarkable. And, what can I say about Gene McPherson--he is an awesome talent and I so enjoyed watching him work--even knowing that we were probably only glimpsing his true genius because of the time pressures of the project. I think the sense of commitment and passion for this project the two of you communicated was so infectious that it truly brought out the best in all of us.

I have given a great deal of thought to the various elements of the project, as we designed them, and then, how they eventually played out. I have thought all along, and still feel, that the most powerful piece of this project was the decision to bring professionals and parents together for a learning experience. Essentially, you have brought to the broad early childhood field, the model used in special education, where parents and teachers/providers regularly experience training together. Perhaps, then, it is no coincidence that there is in early childhood special ed, the model for "partnership" you envision for all children and have sought to inspire through the *Winning Teams* project. I think you have broken threshold for this shift to take place in the broader community through this project and this is very rewarding.

I also think by using adult learning models and strategies, combined with the power of effective media, you offered the early childhood community a unique training experience. I have heard high praise from participants for the interactive activities during the teleconferences and for the activities in the smaller workshops. I especially think the strategy of using the same workshop for the teachers that they would then conduct for parents was effective. It provided an additional layer of professional development--that is, preparing teachers to lead a workshop themselves--in a cost-effective and indirect way. I learned a great deal from the folks at Mayerson Academy for whom I have a great deal of respect.

I must comment on the use of distance technology and the whole concept of teleconferencing. I must admit I was slow to support this particular element. At the start of the project, I was not entirely convinced that the same experience couldn't be had in a video conference format thus eliminating the burden of organizing major events. But I feel very differently now. The strength of the whole state teleconference is in its ability to create a sense of "community" among people who care for young children. And, this community could only be felt by literally creating one for these three Saturday mornings. The "whoops and hollers" from the various audiences on the last Saturday was one indication of this community! Another, came when our lead teacher at the Lab School, Joyce Lyons (a very visible teacher on the *Winning Teams* videos) died in a car accident during the project. Following her tragic death, I received many e-mail messages and phone calls from all over the state from people who experienced her talents through the *Winning Teams* program and wanted to send condolences. This, I believe, is also a sign of the community that *Winning Teams* created. Parenthetically, I chatted with each of these colleagues about their participation in the program and it was all very positive.

Last, I have been thinking about the piloting of the mentoring element of the project. I will be curious to see through the evaluations whether or not a limited mentorship (4 visits) will prove to make a difference in people's experience and development in the overall project. In any case, I think the mentoring plan itself, as well as the set of activities we designed, are useful as a mentoring model that can be written up and used by others in different contexts as well. I felt proud of the various ideas we all came up with and feel that it is its own "golden nugget" from this project, along with the videos, the activities workbooks and the workshops.

Well, thank you both again for the opportunity to be part of your winning team. It has been a very satisfying experience all the way around--especially the opportunity to get to know the two of you and to work with and alongside you. As you put your creativity to work on other educational projects, I hope other opportunities for us to work together will emerge. In any case, please know that I would be very interested in future projects. In the meantime, I hope you will enjoy a respite this Summer and the time to enjoy your achievements of this past year! I am sure we will be in touch soon.

Regards,

Rebecca Kantor, EdD

Rebecca Kantor, EdD
Associate Professor and
Director, A. Sophie Rogers Laboratory for Child and Family Studies

RK/eb

THE WHITE HOUSE
WASHINGTON

October 28, 1997

Valora Washington
W.K. Kellogg Foundation
1 East Michigan Street
Battle Creek, MI 49017

Dear Valora:

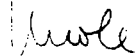
We cannot thank you enough for your participation in the White House Conference on Child Care. Your contributions during the panel discussion and your expertise made the Conference a phenomenal success and we think, helped to start a national discussion on Child Care. On a personal note, it was an honor to work with you.

As soon as we receive the transcripts and photographs from the Conference, we will forward them to you. In the meantime, please feel free to call either of us at (202) 456-6266.

Sincerely,



Jennifer Klein
Special Assistant
to the President for
Domestic Policy



Nicole Rabner
Associate Director
for Domestic Policy

*You are truly our
inspiration!*



Nicole

NATIONAL CHILD CARE ASSOCIATION

August 12, 1997

Ms. Melanie Verveer
Assistant to the President and
Chief of Staff to the First Lady
The White House
Washington, DC

Dear Ms. Verveer,

The National Child Care Association is the only professional trade association representing the licensed, private early care and education community in the United States. As such, we represent more than 80% of the licensed providers in the country. Our membership runs the gamut of child care services -- from infants to school age care provided by small proprietorships, regional and national companies. Over the past few years, NCCA has been impressed with and grateful for the magnitude of attention afforded the quality, availability and affordability of child care for our youngest citizens. Our Nation is beginning to understand how important this service is to every aspect of our progress and culture. We applaud the announcement of the White House Conference on Child Care as yet another gigantic step forward.

We are pleased to recommend leaders in the private child care community to attend the Conference. Because NCCA is a federation of state associations and national members (including the four largest child care companies), each member of our Board of Directors represents a state association or a national company. We are requesting that each of these individuals receive an invitation. The richness of their collective knowledge on state and national policy and the roles of private, licensed child care is unsurpassed.

In the event that invitations are limited, priority should be given to NCCA's President, Mr. Dewayne Foskey, NCCA's Executive Director, Lynn White; NCCA's Director of Government Relations, Nancy Granese; NCCA's Vice President of Government Relations, Marsha Engquist and members of the Executive Committee and President's Council. I will be pleased to discuss other options with you which might perhaps coordinate well with other conferees.

During the planning meeting I attended in Washington, there was discussion of establishing satellite download sites in the Conference. If those plans are still viable, NCCA will be pleased to submit names of state leaders representing the private, licensed community. These individuals will contribute the knowledgeable provider component to the broad representation the Administration is seeking in the Conference.

NCCA looks forward with great anticipation and expectation to the White House Conference. We are very grateful for the opportunity the Administration is providing to heighten our Nation's awareness of child care and its critical impact on the economic and social future of America.

If we can be of assistance in any way, please feel free to call.

Best regards,

Lynn L. White

Lynn L. White
Executive Director

LLW:cgc
attachment

cc: Dr. Joan Lombardi
NCCA Board of Directors

ADMINISTRATIVE OFFICE:
Lynn L. White
Executive Director
1016 Rosser Street
Conyers (Atlanta), GA 30207
800-543-7161
770-388-7772 (FAX)
nccallw @ mindspring.com
http://www.NCCANet.org

LEGISLATIVE OFFICE:
Nancy Granese
Director of Government Relations
Hogan & Hartson
Columbia Square
555 13th St. N.W.
Washington, D.C. 20004
202-637-5697
202-637-5910 (FAX)

[Handwritten mark]

[Handwritten arrow]



NATIONAL CHILD CARE ASSOCIATION

ADMINISTRATIVE OFFICE:

Lynn L. White
Executive Director
1016 Rosser Street
Conyers (Atlanta), GA 30207
800-543-7161
770-388-7772 (FAX)
nccallw @ mindspring.com
<http://www.NCCANet.org>

LEGISLATIVE OFFICE:

Nancy Granese
Director of Government Relations
Hogan & Hartson
Columbia Square
555 13th St. N.W.
Washington, D.C. 20004
202-637-5697
202-637-5910 (FAX)

Lynn L. White
Executive Director
National Child Care Association
1016 Rosser Street
Conyers, GA 30012
(800) 543-7161

Nancy Granese
NCCA Director of Government Relations
Hogan & Hartson
Columbia Square
555 13th Street NW
Washington, DC 20004-1109
202-637-5697

NCCA EXECUTIVE COMMITTEE

Mr. Dewayne Foskey, PRESIDENT
Georgia Child Care Leadership Forum
P. O. Box 8989
Warner Robins, GA 31095
(912) 923-0961
(912) 929-4963

Ms. Marsha Engquist, VICE PRESIDENT - GOVERNMENT RELATIONS
PSO/Illinois Child Care Association
5615 North Clark Street
Chicago, IL 60660
(773) 561-6707

Ms. Cindy Acker, VICE PRESIDENT - MEMBERSHIP
Professional Association of Childhood Educators
2226 Encinal Ave.
Alameda, CA 94501
(510) 521-9227

Ms. Joy Bauer, SECRETARY
Arizona Child Care Association
8808 N. Central Ave., #258
Phoenix, AZ 85020
(602) 944-1244

Mr. Gary Mohler, TREASURER
Child Care Association of Nevada
4328 S. Seville
Las Vegas, NV 89121
(702) 458-4850
(702) 458-8948

NCCA PRESIDENT'S COUNCIL

Ms. Beverly Clarke
Massachusetts Independent Child Care Organization
110 Kerry Place
Unit B
Norwood, MA 02062
(617) 769-0777
(508) 668-8123

Mr. Nick Craft
Georgia Child Care Leadership Forum
605 Rome Street
Carrollton, GA 30117
(770) 834-7288
(770) 834-2273

Mr. Gene Little
Texas Licensed Child Care Association
313 Harwood Rd., Suite 100
Bedford, TX 76022
(817) 788-1884
(817) 571-9827

NCCA BOARD OF DIRECTORS

Mr. Lynn Cronemiller
Oklahoma Child Care Association
P. O. Box 16892
Midwest City, OK 73140-3197
(800) 943-8697
(405) 733-9835

Ms. Rachel Cronkhite
Georgia Child Care Association
Kiddie Kastle Early Learning Center
718 Concord Rd.
Smyrna, GA 30080
(404) 634-2330

Ms. Katherine DePuydt
PACE of North Carolina
2619 Newkirk Ave.
Wilmington, NC 28412
(910) 799-7195
(910) 256-1257

Dr. Marcy Guddemi
KinderCare Learning Centers, Inc.
2400 Presidents Drive
Montgomery, AL 36116
(800) 633-1488

Ms. Sandra Hughes
New York Child Care Association
1708 Altamont Ave.
Schenectady, NY 12303
(518) 356-5683

Ms. Christine Ivey
Maryland Child Care Association
1010 East 43rd St.
Baltimore, MD 21212
(410) 323-5740

Mr. Steve Kostantenaco
Texas Licensed Child Care Association
28190 Hwy. 281 North
San Antonio, TX 78260
(210) 980-7671

Ms. Joan Lansing
Louisiana Professional Association of Child Care
9739 Joor Rd.
Baton Rouge, LA 70818-4914
(504) 261-0105

Mr. Duane Larson
Children's World Learning Centers
573 Park Point Drive
Golden, CO 80401
(303) 526-3219

Ms. Robin Lloyd
Pennsylvania Early Childhood Education Association
325 N. Five Points Rd.
West Chester, PA 19380
(610) 696-5984
(610) 692-7223

Ms. Suzanne Moran
Country Day School
New Jersey Child Care Association
1000 Courtyard Drive
Somerville, NJ 08876
(908) 704-8686

Tami Nix
South Carolina Child Care Association
500 Miller Rd.
Sumter, SC 29150
(803) 773-5174

Ms. Andre Ransom
Colorado Child Care Association
4982 W. Union Avenue
Denver, CO 80236
(303) 798-1884

Dr. Robert Rodriguez
La Petite Academy, Inc.
41337 N. Canyon Springs Drive
Cave Creek, AZ 85331
(602) 595-7074
(602) 595-2347

Mr. Ron Sams
Ohio Child Care Association
100 Jana Kay Ct.
Columbus, OH 43207
(614) 491-3270

Ms. Kyle Smith
New Mexico Child Care Association
2626 Texas, NE
Albuquerque, NM 87110
(505) 294-2233
(505) 822-9455

Ms. Sue Trotter
Tennessee Child Care Association
4109 Bennett Rd.
Chattanooga, TN 37412
(423) 867-3814

Mr. Peter Van Veen
Children's World Learning Centers
573 Park Point Drive
Golden, CO 80401
(303) 526-3218
(303) 526-3400

Mr. Bill VanHuis
Childtime Children's Centers, Inc.
38345 W. 10 Mile, Ste. 100
Farmington Hills, MI 48335
(810) 476-3200

Mr. Gary Vause
Child Care Association of Nevada
2301 West Charleston
Las Vegas, NV 89102
(702) 870-0666
(702) 367-1450

Mr. Steve Williams
Minnesota Child Care Association
5223 West 73rd St.
Edina, MN 55439
(612) 835-6055
(612) 922-4009



Corporate Offices

11095 Knott Avenue, Suite 1,
Cypress, California 90630-5135
tel: (714) 899-4400
fax: (714) 899-4447

August 26, 1997

Ms. Nicole Rabner
Associate Director for
Domestic Policy
THE WHITE HOUSE
1600 Pennsylvania Avenue
Washington, DC 20500

Dear Ms. Rabner:

Thank you for your kind letter of August 12 acknowledging my letter offering suggested changes to IRS Code 129 Plans (Dependent Care Assistance Plans) relative to the upcoming **White House Conference on Child Care**. I wanted to write to inform you that I have relocated to open a new office for Work/Life Benefits and can be reached at the following address:

Work/Life Benefits
2008 Bridge View Lane
Plano, Texas 75093
Phone: (972) 758-1656
Fax: (972) 867-5277

We would be most interested in attending the conference if it is possible. Please feel free to contact me should you need any other information regarding employer-sponsored child care benefit programs.

Sincerely,

A handwritten signature in black ink, appearing to read "Carey Fleming".

Carey Fleming
Director of Corporate Alliances

CF:hr