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From: Terry K. Peterson/Lidice Rivas

Subject:

Terry's changes / suggestions for
the First Lady's column.

If you have questions please give
me a call at 401-1406.

Thanks,

Nora

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Draft #2 3

**FIRST LADY HILLARY RODHAM CLINTON
"TALKING IT OVER"/CREATORS SYNDICATE
COLUMN FOR PUBLICATION MAY 19, 1998**

I'm proud to say that I'm a product of our public schools. The schools in Park Ridge, Ill., outside of Chicago, taught me how to learn – in the classroom, on the playground, and in after-school activities.

The notion of a free, truly public education is one of the cornerstones of democracy – one of the foundations upon which our nation was created and has prospered for over 200 years. ^{Fully} ~~80~~ ⁸⁹ percent of the 52.2 million students in this country are enrolled in our public schools.

Like hundreds I've visited since 1983 when I first began working with people across the country on ^{education reform} ~~school reform~~ issues, two schools I saw in Chicago are examples of the best of our public school – where students, teachers, administrators, and parents are working together to educate our children.

At the Kinzie School on the South Side, the principal has given teachers the power to collaborate and cooperate with one another, older children mentor and tutor younger ones, and the moment you walk in the door, you know learning is going on. The Adlai Stevenson Elementary School in nearby Elk Grove Village shows us what all our schools should

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look like in the near future -- bright and modern, with Internet access for every student.

Others are struggling. I have seen schools where children pass through metal detectors to go to class, where ceiling plaster is falling down and windows are broken, where music, art and after-school activities have been cut, where recess has been cancelled and where academic expectations are low.

Successful schools set clear expectations and high standards. They provide orderly classroom environments, close personal involvement of teachers and a commitment to ^{help each child reach their maximum by the best they can do} ~~treat~~ individual students as individuals. ^{navigate these changing times}

They focus on the basics -- excellent teaching, involved parents and high standards for achievement and discipline.

The President has proposed ~~legislation~~ ^{improve our level} that would help ~~all our nation's~~ schools by ^{reducing class size in the early grades} ~~putting more teachers in the classroom~~, modernizing and building new schools, implementing high standards of achievement, ~~making sure~~ ^{helping} every child can read independently by the end of third grade, abolishing the practice of promoting every student to the next grade whether they have successfully completed the work or not, wiring every ^{classroom} ~~school~~ so it has access to the Internet, and giving communities the flexibility to decide what their schools need. ~~to decide~~

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Some members of Congress, however, have chosen to reject ~~these~~ ^{meaningful improvements} ~~these~~ ^{meaningful reform} in favor of political expediency and diversion in the form of ^{taking away public school funds and giving them for} private school vouchers.

One proposal, which has passed both houses of Congress, would provide up to \$3,200 to approximately 2,000 families in the District of Columbia to pay tuition at private or parochial schools. Many of you have read news reports about the dismal state of the public schools in our nation's capital. Students consistently perform poorly on national tests, and buildings are in such deplorable condition that, for the past two years, schools have not opened on time.

But, vouchers are not the solution. Vouchers divert attention and taxpayer dollars from public schools at a time when they need these resources more than ever. ^{make} ~~to~~ ^{fundamentally} ~~change~~ ^{changes}.

Recently, a new superintendent took over the reins of D.C.'s troubled schools and has already begun to bring much-needed reform to the system, including achievement standards, an end to automatic promotion, widespread teacher training, and more parental involvement. Now is not the time to siphon off desperately needed federal money for a program that will affect at most three percent of the system's 70,000 students.

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In addition to targeting such small numbers, there are other problems with voucher ^{using public taxpayer funds for} plans. Public schools accept all students, regardless of race, religion, ability or disability. Are private and parochial schools that receive federal dollars ^{willing to do the same?} Are these schools willing to accept all students, ^{or, essentially, religious beliefs} to yield authority over decisions such as which students to accept and which to reject, or whether to keep a student with an emotional, behavioral, or other problem?

Offering tuition vouchers raises the serious issue of whether the federal government ^{should} use taxpayer dollars ^{from people of all religious beliefs} to send children to ^{selected} religious schools.

And, finally, the evidence is mixed on whether children who participate in voucher programs actually do better in school. The most recent study of a voucher program in Cleveland concluded that voucher students did not do better in school than non-voucher students. Researchers also confirmed that the voucher program attracted Cleveland's better-achieving students away from the public schools.

If ^a schools are failing, we must fix ^{it} them. But, there are also ways to offer meaningful ^{choices to parents} alternatives within the public school system, by creating charter schools, magnet schools, schools within schools, and ^{controlled} opening enrollment in public school ^{choice} programs.

A new guide prepared by Sec. of Education Riley gives the best ideas to turn around poor performing schools. (Call 1-800-USA LEARN)

Mikel
260-0834

~~1992-1993 school year~~

1 '92 in MN
(35 '93 opened)

- 5 -

When the President took office, there were ^{handfuls} ~~21~~ charter schools in the country. Today there are ^{almost 800} ~~over 1000~~. Charter schools ^{give parents a real opportunity} ~~address many of the~~ ~~to design their own education program to meet their needs~~ ~~problems facing our public schools~~ without involving the federal government in costly new programs. At charter schools, teachers and administrators work together with parents to create environments that meet the needs of the community. They operate under ^{accepted} ~~the~~ standards ~~established~~ ^{are open to all students} ~~by the school system~~ and are held strictly accountable for the education of their students.

^{Improving our schools}
Education ~~reform~~ should not be a political issue. If Congress has money to spend on education, let's spend it on real reform, not on political gimmicks. Instead of giving a few students a way out, we need to give every student a way up. (end)

(892 words)

count charter of open sites = tough count

Draft #4

FIRST LADY HILLARY RODHAM CLINTON
TALKING IT OVER /CREATORS SYNDICATE
COLUMN FOR PUBLICATION MAY 19, 1998

A free, truly public education is one of the foundations upon which our nation was created and has prospered. Fully 90 percent of the 52.2 million students in this country ~~our next generation's middle class~~ are enrolled in our public schools.

or # of kids in public schools
children

But, the future of our public school system is in doubt and we are facing a choice whether to expand our commitment or retreat.

Expanding our commitment to public schools is one of my husband's highest priorities. He has proposed legislation that would improve our local schools by reducing class size in the early grades, modernizing and building new schools, implementing high standards of achievement, and helping every child read independently by the end of third grade.

In addition, he would end the practice of promoting every student whether they have successfully completed the work or not, link every school to the Internet, and give communities the flexibility to decide what their schools need.

Some members of Congress, however, have chosen to reject these meaningful improvements in favor of political expediency and diversion. They want to take dollars away from the public schools and use them to pay for private school vouchers.

One proposal, which has passed both houses of Congress, would provide up to \$3,200 to approximately 2,000 families in the District of Columbia to pay tuition for private or parochial schools. This week my husband vetoed this bill.

vouchers of

must
we need to
fix them,
but

Many of you have read news reports about the dismal state of the D.C. public schools, sadly referred to as among the worst in the nation. Vouchers are not the solution.

Vouchers divert attention and taxpayer dollars from the schools that serve the vast majority of our students at a time when they need these resources to make fundamental changes.

Recently, a new superintendent took over the reins of D.C.'s troubled schools and has already begun to bring much-needed reform to the system. Now is not the time to siphon off desperately needed money for a program that will affect at most three percent of the system's 70,000 students at a cost of more than \$6 million and will not improve even one public school. Vouchers will not bring one more math teacher into the classroom or repair one broken window. Vouchers will not restore art, music or other after-school activities or restore a sense of pride to our public schools.

There are other problems with voucher plans, such as whether the federal government can use taxpayer dollars to send children to religious schools.

In addition, funds go to schools that are not accountable for what their

Another problem with vouchers is that

students learn, how they perform or how the school manages its money. In addition, the evidence is mixed on whether children who participate in voucher programs actually do better in school. The most recent study of Cleveland's voucher program concludes that students who use vouchers do no better in school than students ~~who stay in public school~~. ^{this} ^{public school}

At a time in our nation's history when it is critical for every student to have even better teachers, higher standards and more modern facilities, vouchers drain our public schools. Giving a few students a ticket out of the public schools is the wrong approach. The right approach is to fix the schools that are failing and to offer ^{choices} ~~alternatives~~ within the public school system, ^{my own parents} ~~for students who want more~~.

We know how to fix our schools. Since 1983, when I first started working on school reform issues, I've seen hundreds of public schools that work. I remember visiting the Kinzie School on Chicago's South Side where, the minute I walked in the door, I saw learning taking place. Teachers collaborate and cooperate to create the best learning environment for their students and students work to mentor and tutor each other.

We also know how to provide meaningful choices for parents within the public schools' choices such as magnet schools and charter schools. When ~~the~~ President was elected, there was one charter school in the country. Today, ^{under} ~~ble of his~~ ^{leadership} there are almost 800. ^{are public schools}

Charter schools give parents and teachers the opportunity to design a program to meet their needs, yet they operate under accepted standards, are open to all students, and are strictly accountable for the education of their students. ^{more}

[insert info on Wilmington Math and Science Academy]

As we prepare to enter the new millennium, we can choose to walk away from our public schools or we can choose to roll up our sleeves and do the hard work of making them ^{successful} ~~work again~~. Let's not opt to give a few students a way out. ~~Let's choose to give~~ every student a way up.

(767 words)

at the expense
of others

just

Vouchers: A Questionable Answer to An Unasked Question

by Gerald Tirrozz

Providing vouchers to private and parochial students has been offered as the answer to reforming public education-ah, but what was the question? Some public officials and policy gurus are advancing vouchers as the "silver bullet" to improve America's public schools. Unfortunately, they have not paused to clearly frame the central question underlying the problem they seek to resolve, nor have they considered other questions which emerge as a result of their rush to judgment.

As is often the case in the educational reform policy arena, there is a serious disconnect between the issues which need to be addressed and the solutions put forth. In effect, answers are provided to questions which have not been asked, and questions which beg a reply are dismissed or disregarded.

To those who support public funds being used to supply vouchers for students to attend private and parochial schools, the following questions (and answers) are offered for consideration:

1) What impact will vouchers have on reforming public education?

Almost no impact. The reality is that there are 46 million students currently enrolled in America's public elementary and secondary schools. Private and parochial schools accommodate about 6 million students. A simple mathematical exercise will immediately point out that the numbers don't work! A voucher system, regardless of the amount of money provided, can only accommodate a minimal number of public schools students. To think of vouchers as a credible solution to the problems of public education is to disregard most of America's students. This is further exacerbated by the fact that K-12 enrollment in public schools is projected to increase in each of the next ten years. By the year 2006, we will have additional 3 million students attending public schools.

Meaningful and comprehensive school improvement can only be achieved when a significant majority of students experience its effect. Any lesser attempt, such as vouchers, represents "tinkering" on the fringe of reform, offering no resolution to the central question, "How do we improve education for all of America's public school children?" It is not a time for school reformers to celebrate private victory gardens for a selected few, when what is needed is an amber waves of grain commitment to serve all students in our public schools.

2) What criteria will be used in admitting voucher students?

A large majority of private and parochial schools use various test and/or admissions procedures in selecting students. These practices, if continued under a publicly funded voucher system, would constitute an unfair and unjust situation. Public schools accept all children, regardless of academic readiness, race, socio-economic status, limited English proficiency or special education needs. Therein lies the power of the public system of education-it is truly public!

Over the years, the public education system in this country has fought some long, hard battles to ensure educational equity for student populations that are often ignored and discriminated against. Are private and parochial schools ready to make the same commitment to educating all students? A voucher system that allows public funds to be used for private and parochial schools should never be allowed to discriminate against special needs students.

3) Could private and parochial schools return voucher students to the public schools?

If private and parochial schools can send students back to public schools because they do not meet academic standards, become discipline problems or refuse to pray a certain way, they are playing by a different set of rules than are the public schools.

When public schools students come to school with challenging problems, the public schools cannot - nor should they - refuse to educate these students. The public schools must try harder! A reasonable question which voucher proponents should be required to address is: "Are private and parochial schools ready to agree that once voucher students are accepted, they have a right to stay - regardless of academic achievement or challenging behavioral problems or costly special needs?"

4) What will be the quality and orientation of new "voucher driven" private schools

If voucher money does become available, it is reasonable to expect that there will be a rush to develop new private schools and academies. But at what cost and at what risk will these schools operate? It is imperative to understand that these new private ventures will operate outside the scope of any public authority or without public accountability. They will be free to develop their own programs and curricula, and hire their own staff. In effect, public funds could be used to support schools sponsored by extremists or those with questionable societal motives. Conceivably, there could be no public safeguards regarding the competencies of the staff or any requirement for background checks for their employees, including a check for criminal records, or for incidents of sexual abuse of children. There would also be little, if any accountability to the public for the expenditure of funds. Note that within the past year, 3 of 17 schools in the Milwaukee voucher school program closed because of financial problems, and 2 of these schools' directors face fraud charges.

5) Why do we think vouchers will help improve the achievement of public school students?

As of this moment, there is no credible evidence that public school students participating in voucher programs are achieving at higher levels than those in public schools. As a matter of fact, a recent evaluation duel in Milwaukee showed two highly respected assessment experts producing evaluation reports on the same voucher system with very different findings. One researcher concluded that voucher students perform at slightly higher levels than do public school students while the other found no evidence to support this claim.

6) Won't the spirit of competition cause public schools to improve?

Proponents of vouchers say that public schools become more competitive and more accountable operating within a voucher system that allows students the option to leave, but do we know this to be true? The reality is that for every public school student that leaves, districts lose significant dollars, that are

never replaced. It seems illogical to suggest that school districts, especially urban districts already plagued with significant fiscal problems, will improve as public education funds are removed. Many people also say that vouchers will inject a necessary and healthy competition in the public education system. As noted before a voucher system will likely spur the creation of many new private schools and academies. These new education ventures will likely represent the best and worst of the American entrepreneurial spirit. Some school plans will be carefully designed and implemented, utilizing the latest education research and attracting the best teachers and staff. Others will be fly-by-night, looking to make quick profit by capitalizing on people's desperation and misfortune. What becomes of the students whose education is put on hold when a new school ventures fails?

7) What impact will vouchers have on the mission of private and parochial schools?

Most likely, the initial reaction of private and parochial schools to vouchers would be positive: more students and more fiscal resources. After the euphoria passes however, these schools will need to pause and think about what is on the horizon. It can be predicted that over time, as more public dollars are spent to support voucher students, there will be increased pressure for greater public scrutiny and accountability for the public expenditures. These schools will likely have to be involved with state teacher certification requirements, state required testing programs and course offerings, special education compliance and local and/or state audit reviews.

One cannot imagine a long-term scenario whereby governmental bodies will simply write checks, without exercising their fiduciary, program, and equity responsibilities. Private and parochial schools are an important part of the heritage and future of American education. Slowly but surely, vouchers will force these schools to become less private and less parochial.

8) Will vouchers monies be restricted to new students and their families?

It would be logical to expect that the answer is no. Private and parochial schools would be treating the parents of presently enrolled students unfairly if they did not allow them to utilize the new found public windfall. This outcome is evident in the Cleveland voucher system, in which 27% of the 1,864 students enrolled in the program were already in private schools.

A large percentage of voucher funds could be used to underwrite tuition costs for parents who had already made a decision and fiscal commitment to enroll their children in private and parochial schools. If this is the case, the amount of money available for new students to exercise the voucher option is proportionately reduced. This will not be a problem for the private and parochial schools because they will be in position to use public dollars to underwrite their present operating costs.

9) Why is it considered a problem to provide public funds to private and parochial schools when public funds are regularly used to provide support to colleges and universities?

This represents an apples and oranges comparison. All states have statutes which require that a free and public education be provided for each child. State laws also require that children generally between the ages of 7-16, attend school. The operative words here are free, public and required and the mandate is a commitment to access and equity in elementary and secondary education.

In effect, public dollars must be provided to insure that all American children have access to what translates into a quality K-12 education. There is no constitutional mandate or state statute that provides free public access to postsecondary education—whether it be public, private or parochial. Also, public elementary and secondary schools have no admission fees or costs. Institutions of higher education charge substantial tuition—with the highest costs generally found at the private and parochial institutions.

10) What are the reform alternatives to a voucher driven system?

If our national commitment is to educate all children to high standards, then our school reform efforts must include strategies and initiatives that are comprehensive and built upon solid research. State education agencies and local school districts are now adopting many innovative strategies within the public school system to achieve these goals. Recent reform efforts that show great promise for all students include establishing high academic standards; implementing rigorous tests to monitor student progress; aligning curriculum and instruction with established standards and assessments; holding educators and school board members accountable for improved student achievement; increasing parental involvement; determining consequences for both successful and failing schools; improving the preparation, induction and career opportunities for teachers along with salary increases; ensuring high quality pre-school and early childhood education; and financing the poorer school districts in a more equitable manner.

Additionally, public school choice models are important components of a comprehensive school reform agenda. Magnet schools, charter schools, schools within schools and district-wide controlled public school choice represent examples of viable alternatives, within the public schools system, for students and parents. These schools operate within the public domain and are the responsibility of local schools boards. In effect, they operate under the jurisdiction of legally constituted public bodies, which are accountable for their fiscal and academic performance. This public system also insures that where public school models are in place, all students have an equal opportunity to participate.

In summary, vouchers lead us away from the basic American tradition of a free, quality public education for every student and undermine the kind of comprehensive, systemic school reform that is working in many parts of the country right now. No one wants to deny students and parents the right to a better school system, but silver bullet solutions for small groups of students is not reform. We need to improve our public education system as a whole for all students. We can only hope that as the voucher debate intensifies, legislators and policy makers will pause and bring into clear focus what the real essence of public school reform demands, and carefully assess and analyze why a voucher driven system leads us away from our desired goals. Such an understanding is only possible if the questions are asked before the answers are provided. Please ask!

sion for the sordid crimes and infractions the president has brought to his office."

If they do that, they will win big in November. And their victory will be more than a rejection of Clinton. It will be a rejection of Clintonism—a rejection

of defining the presidency, and our public morality, down.

William Kristol is editor and publisher of THE WEEKLY STANDARD.

THE EDUCATION PARTY

by Matthew Rees

A FEW MONTHS AGO, Republican education policy was in disarray. Proposals from the Clinton administration had put the GOP on the defensive, and the only Republican idea that was gaining any prominence was one many Republicans considered at odds with party principles—the federal funding of 100,000 new teachers.

Suddenly, the tide has turned. Republicans are no longer talking about 100,000 new teachers, and they've blocked nearly everything the White House has thrown at them. More important, they've begun to pass conservative, market-oriented bills that are chipping away at the Democrats' advantage on education. The stakes are high. Sen. Joe Lieberman, one of the few Democrats friendly to conservative-style education reform, says "there's a possibility of some political losses if we [Democrats] continue to be defensive about the status quo." Republicans agree. "If we can turn the education issue to our advantage," says GOP pollster Frank Luntz, "we will own the political landscape for a generation."

While education was briefly a GOP-dominated issue in the 1980s, Republicans are still recovering from the wounds of 1995, when their entire agenda seemed to consist of abolishing the Department of Education. Today, they recognize that abolition was too much, too soon, and they appreciate the value of less dramatic proposals. "Now we're doing things that have more support in the hinterlands than in Washington," says one Republican senator, Rick Santorum.

The effort to improve the party's education image has been helped by the intransigence of congressional Democrats, who routinely oppose every Republican proposal, no matter how modest. For example, Republican senator Paul Coverdell, a year ago, proposed allowing state and local agencies to use federal funds in behalf of children who have been victimized by crime at their schools and wish to transfer. Amazingly, nearly every Democratic senator—and even a few Republicans—voted against

the proposal. And while the idea was later abandoned, the GOP is planning to highlight the vote during the fall campaign.

The Republicans' incremental approach has helped quiet lingering fears that they are intent on dismantling public education. Their strategy is seen in another Coverdell proposal—this one to allow for IRA-like education-savings accounts. From the moment it gained traction in the Senate last year, the bill was denounced by the National Education Association and its political servant, the Democratic party. The White House so disliked the measure that President Clinton, in a letter to House speaker Newt Gingrich, threatened to veto the balanced-budget agreement if it were included. (Republican leaders agreed to remove the proposal.)

But the intensity of Democratic opposition let the Republicans know they were on to something. So they didn't let up. The Coverdell bill passed the House late last year (with Gingrich as its main sponsor), then encountered roadblocks in the Senate. Not all Democrats were happy with this obstruction, however. When education secretary Richard Riley met with Senate Democrats in March, some of them—Dianne Feinstein, Joe Biden, and Bob Torricelli—gave him a tongue-lashing for the White House's refusal to negotiate with Republicans over Coverdell.

GOP persistence paid off. Senate Democrats filibustered the bill for two weeks, but minority leader Tom Daschle eventually agreed to a vote. On April 23, 56 senators supported the bill, and the vote received extensive coverage in the media.

While only five Democrats voted for education-savings accounts, more of them wanted to. Some objected to other provisions of the bill, but many simply caved in to the heavy lobbying of the NEA, the White House, and Daschle. One Democratic staffer says that if the Coverdell proposal had been a "free vote"—one in which the party leadership takes no position—at least half the Democrats in the Senate would have voted yes. Daschle himself had recognized the potential appeal of the bill last year and prepared a scaled-down version of it. But the NEA and the White House were so vehemently opposed,

he never bothered to introduce it. Democrats are nervous over their opposition to Coverdell, and right to be: Polls find that some 70 percent of Americans support education-savings accounts.

The debate over the bill did reveal some small schisms among Democrats. Robert Byrd, the venerable West Virginia Democrat, backed the measure, giving a speech in which he questioned the Democratic orthodoxy that more spending will improve education. "The public school system had better shape up," warned Byrd, "or else public support for it is going to completely erode." Joe Lieberman also supported the Coverdell bill and concedes that "Republicans have been a source of some creative new ideas" on education policy.

There is a second part of the GOP education agenda—a proposal by House majority leader Dick Armey to provide 2,000 low-income students in Washington, D.C., with scholarships worth up to \$3,200 to attend the school of their choice. The bill has already passed the House and Senate, and on May 7, Gingrich and Armey traveled to a black neighborhood in the District to promote the bill. Democrats—including Eleanor Holmes Norton, the capital's non-voting representative in the House—predictably derided the vouchers as chump change.

But this proposal, like Coverdell's, is causing some Democrats to wonder about their party's defense of the status quo. Jim Moran delivered an impassioned speech in the House calling on his fellow Democrats to support the bill. And in the Senate, Joe Biden announced that, while he had traditionally opposed vouchers for private schools, he had changed his mind. Moreover, Biden was dismissive of Democratic arguments that vouchers are unconstitutional and would ruin the public schools.

The GOP's activity is beginning to have an impact. The Republican National Committee's internal polls show that, though the Democrats held a 21-point advantage over the GOP on education last June, that gap is down to 13 points. "We've begun to neutralize education as an offensive weapon for Democrats,"

says Steve Law, executive director of the Senate GOP campaign committee. This has some Republicans talking about making education one of *their* themes in the 1998 campaign—which would have been a pipe dream two years ago.

But Republicans still have a long way to go before they overhaul federal education policy, says Chester Finn, a conservative education guru. And in the meantime, President Clinton is likely to veto the education-savings and D.C.-vouchers legislation, rendering their work for naught.

Yet the pressure against a veto—of the education-savings bill especially—is considerable. Two of Coverdell's Democratic allies, Bob Torricelli and Bob Graham, have urged Clinton to sign it. They're scared their Democratic colleagues will suffer politically for repeatedly opposing such a popular proposal. And Democrats could find themselves embarrassed once again if Republicans hold votes later this year on overriding Clinton's probable vetoes.

Republicans, in other words, are finally on the offensive on education. Will they keep it up?

Matthew Rees is a staff writer for THE WEEKLY STANDARD.

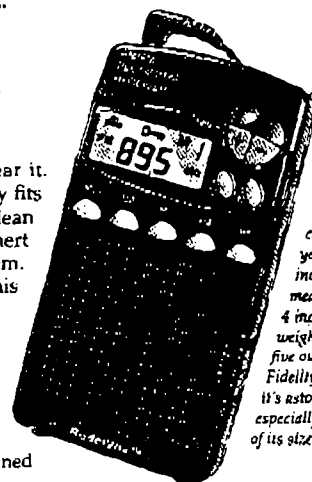
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→ Draft #1

FIRST LADY HILLARY RODHAM CLINTON
TALKING IT OVER /CREATORS SYNDICATE
COLUMN FOR PUBLICATION MAY 19, 1998

→ Mike Cohen
→ Kevin Sullivan

Many of you have read news reports about the dismal state of the public schools in our nation's capital. Students consistently perform poorly on national tests, and buildings are in such deplorable condition that, for the past two years, schools have not opened on time.

Recently, a new superintendent took over the reins of D.C.'s troubled schools and immediately promised to bring much-needed reform to the system, including achievement standards, no more social promotion, widespread teacher training, and more parental involvement.

The President has proposed legislation that would help all our nation's schools—including those in the District of Columbia—to reduce class size, modernize and build new schools, implement high standards of achievement in all schools, make sure every child can read independently by the end of third grade, end social promotion, hire new teachers, wire every school so it has access to the Internet, and give communities the flexibility to decide what their schools need.

Congress, however, has chosen to reject this meaningful reform in favor of political expediency and diversion—a private school voucher plan.

The plan, which has been passed by both houses of Congress, would provide up to \$3,200 to approximately 2,000 families in the District of Columbia to pay tuition at private or parochial schools. My husband remains firmly opposed to private school vouchers and this week vetoes the bill. Let me explain why.

Vouchers divert attention and taxpayer dollars from public schools at a time when they need these resources more than ever. D.C.'s new school superintendent is working hard to implement reform and now is not the time to siphon off badly-needed federal funds for a program that benefits such a small number of students.

Nationwide there are more students enrolled in our nation's schools than ever before—52.2 million. Enrollment is expected to increase every year for the next ten, adding 1.9 million new students. Some schools are already bursting at the seams. The last thing we should be doing at this time of record enrollment is taking public tax dollars out of the public schools.

If D.C.'s schools are failing, the solution is not to give scholarships to 2,000 and leave more than 70,000 behind. The solution is to commit to fixing the problem. School reform is not easy, but we know what works, and for the sake of our children and our future, it's time to roll up our sleeves and get down to the hard work.

Successful schools set clear expectations. They provide orderly classroom environments, close personal involvement of teachers, a commitment to treating individual students as individuals, and actively involved parents. Focus on the basics, increased parent involvement, improved teaching and

high standards for achievement and discipline can do far more to improve the education of all children than private school vouchers can do for a few.

One way to encourage school reform is to stimulate greater competition between schools and districts by creating charter schools, magnet schools, schools within schools, and controlled public school choice. If a public school is not performing adequately, we should provide the means and the will to change, but we should also provide the opportunity for children to choose another alternative within the public school system.

There are many unanswered questions in the debate over private school vouchers. For example, our Constitution clearly mandates the separation of church and state. Can Congress expend federal funds to send children to parochial schools? And what about standards and accountability? Are private and parochial schools willing to accept all comers, including the disabled and those with other problems? Or will vouchers siphon off the most talented and most motivated students from the public schools?

Are there spaces available in the private schools for all students who want to attend? Will the federal government end up paying tuition for students who already attend private school? And, perhaps most importantly, will children who receive vouchers actually do better in private school?

We cannot commit huge federal dollars to private school vouchers without the answers to these questions.

I find it disheartening to see schools offering less to their students now than was offered 40 years ago when I was a public school student. Some schools have cut out art and music, after-school athletics and clubs, and even recess for little children, thinking they're more productive if they sit at their desks more! Many schools don't have access to exciting new methods of teaching that involve students in interactive learning.

A free public education is the cornerstone of a democracy. If Congress has money to spend on education, it needs to spend it on real reform, not on political gimmicks. Instead of giving a few students a way out, we need to give every student a way up. (end)

(792 words)

THE WHITE HOUSE
WASHINGTON

FACSIMILE COVER SHEET

TO:

Dan Zornal

FROM:

Nicole Rabner
Associate Director for Domestic Policy
The White House

FAX #:

402 0596

PHONE #:

OF PAGES (including cover page)

3

COMMENTS:

I can't remember if I sent this
or not...

Have a great weekend, and thanks
for your help.

OMB's preliminary scoring estimate is that this bill would increase direct spending by a total of \$7 million in FYs 1998 and 1999. Final scoring of this legislation may deviate from this estimate. If S. 1502 were enacted, final OMB scoring estimates would be published within seven working days of enactment, as required by OBRA. The cumulative effects of all enacted legislation on direct spending and receipts will be reported to Congress at the end of the Congressional session, as required by OBRA.

* * * * *



UNITED STATES DEPARTMENT OF EDUCATION

THE DEPUTY SECRETARY

600 Independence Avenue, SW
FOB-10, Rm 6261
Washington, DC 20202-0500

Telephone Number: (202) 401-1000

Fax Number: (202) 401-3095

FAX COVER SHEET

TO: 10 RABNER
FAX: 456-9412
FROM: SANDY BATTLE

NUMBER OF PAGES TO FOLLOW, INCLUDING COVER SHEET: 32

IF YOU DID NOT RECEIVE THE COMPLETE TRANSMISSION, PLEASE CALL
(202) 401-1000.

MESSAGE:

The following are attached, feel free to call with questions:

Additional information on Vouchers

- testimony before Congress-- Lawrence Callahan (3-12-98)
- the average costs of private school
- the National Coalition for Public Education -- Opposes DC Voucher Plan

Additional information on improving student achievement

- summary of the US Department of Education's work in the DC public schools
- talking points -- Ackerman's strategy for improving student achievement
- testimony before Congress -- Arlene Ackerman (4-3-98)
- Improving Student Achievement -- Summer School

In addition all schools have before and after tutoring, Saturday Academy and other support activities for students who score below basic on the Stanford Achievement Test.

Any notations on these documents were not for this project.

**Additional information on improving
DC Public Schools Student Achievement**

Improving STUDENT ACHIEVEMENT

Through Rigorous Content, Instruction and Assessment

Volume 1, No. 3

Summer School

Summer, 1998

A Publication of the Office of the Chief Academic Officer

Summer Activities

Dear Parents,

Summer is almost here. While we want our students to relax and enjoy their vacation time, we do not want them to lose valuable academic skills gained during this school year. Many of our children are behind in their skills and need some extra time to catch up. For the benefit of all children, we are offering our exciting Summer STARS program this year. STARS stands for Students and Teachers Achieving Results and Success. We expect that everyone who participates in the program will be successful.

Get set for summer!

Inside:

Which Students
Must, Should
and May Attend

Enrollment
Information

What the Program
Will Look Like

Summer Pleasures

Volunteer Alert

Reach for the Stars

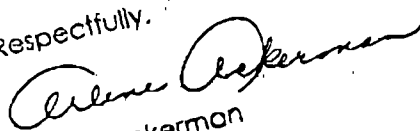
Calendar

This newsletter is intended to give you all the information you need about the program: where, when and how to enroll your child; who is eligible and why; what the program will offer; enrichment activities and more. In addition, we have included ideas for summer outings and plain old summer fun.

This is the first time the D.C. Public Schools has offered such an extensive, academically oriented summer program. We look at it as a gift to our children—an extra boost that will help them do well in the coming year and in years to come. I hope you will take advantage of this outstanding summer program.

Best wishes for an enjoyable and productive summer.

Respectfully,



Arlene Ackerman
Superintendent

Summer STARS Program

June 29 -
August 7

Summer
Fun

Who is Summer School for?

Students who MUST attend:

- Any student in grades 1-5 who scores below 75% of the "basic" level on the Stanford-9 exam in both reading and math. These students most likely will not be promoted to the next grade, even if they complete the Summer STARS program.
- Any student in grades 1-5 who scores from 75% to 90% of the "basic" level on the Stanford-9 exam in either reading or math (or both reading and math). These students will be evaluated at the end of the summer program and may be promoted with the teacher's recommendation and successful completion of Summer STARS.
- Any 8th grade student who scores below 90% of the "basic" level on the Stanford-9 exam in both reading and math. These students will be required to attend summer school each year until they successfully complete the District Secondary Level Proficiency Exam (DSLPE) or attain the "basic" level in both reading and math on the Stanford-9 exam.
- Any 9th or 12th grade student who needs one Carnegie credit to graduate or be promoted.

Students who SHOULD attend:

- Any student at any grade level who scores below "basic" in either reading or math on the Stanford-9 exam should attend the summer program.
- Any student at any grade level who has scored just at "basic" or a few percentage points above basic in either reading or math. These students will benefit greatly from the extra help and support they will receive during the summer. They should be better equipped to do grade level work next fall.

Students who MAY attend:

- Any D.C. Public Schools student may attend the Summer STARS program, even if he/she scores at the "proficient" or "advanced" level on the Stanford-9 tests. Priority will be given to students who score at or below "basic," but we will try to accommodate as many other students as possible on a space-available basis. Every student can benefit from extra practice and enrichment!

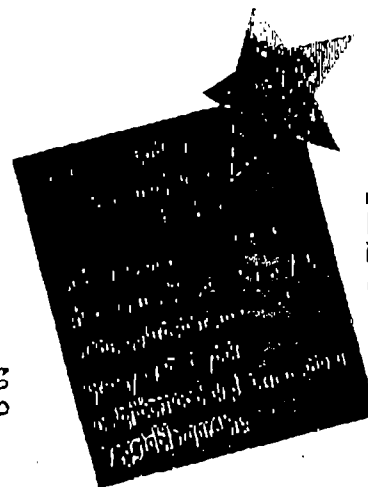
When will I know whether my child should or can attend Summer STARS?

Test results will be back the first week in June. Notification to parents and students will begin immediately after test results are received and will be completed by June 17, 1998.

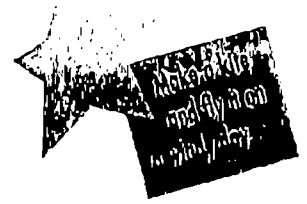
Every attempt will be made to accommodate all students who wish to attend.

Reach for the stars!

Each starred box contains an idea for free summer fun. Try one or try them all!



What will the Program Look Like?



Dates and Times

The Summer STARS program will begin June 29, 1998 and end August 7, 1998. It will be held Monday through Friday from 8:30 a.m. to 12:30 p.m. (Grades 1-11). Students who are attending to get Carnegie credits (Grades 9 and 12 only) will be dismissed at 1:30 p.m.

In the Classroom

At the beginning of Summer STARS, students will be given a placement exam and grouped according to their ability level.

Scientific Research Associates (SRA) materials were selected as the best materials for the six week Summer STARS program because they provide effective instruction and intervention programs in both reading and mathematics. Students will also use computers to improve their phonics, vocabulary and math skills.

Every day all students will work on reading skills for two hours and math skills for two hours. They will read quality books that increase their appreciation for reading and help them develop reading strategies. They will also prepare reports about what they have read. Additionally, all students will practice test taking skills using the Stanford-9 Achievement Test.

Attendance Policy

More than three absences will result in unsuccessful completion of the Summer STARS program.

Class Size

The expected ratio of students to teacher is 15 to 1. We also expect to have an aide in each reading classroom.

Homework

Students should expect daily homework assignments.

Supports for Limited English and Non English Proficient Students

Bilingual/ESL teachers are being placed in the schools with the largest concentration of LEP/NEP students. If students have special language needs, they will be assigned to one of these sites and given additional classroom supports.

Meals

Breakfast (8-8:30 a.m.) and lunch (12:30-1 p.m.) will be provided Monday through Friday at all Summer STARS sites. The breakfast and lunch meals will be open to all D.C. children, including those who are not attending the Summer STARS program.

Security

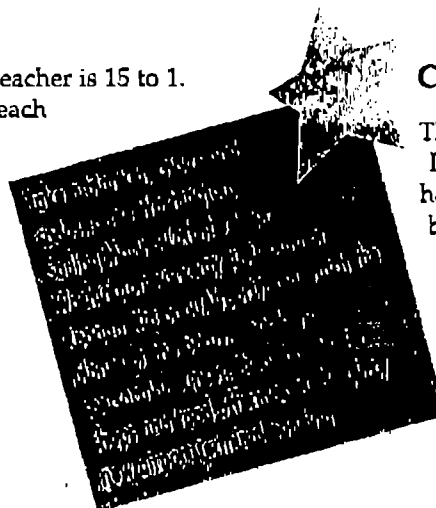
Security will be provided at all program sites.

Enrichment Activities

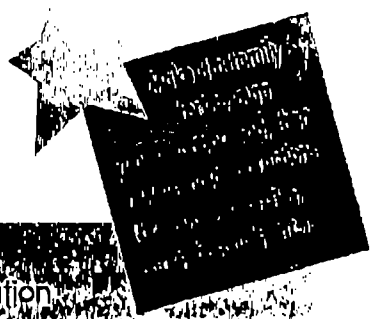
After-school enrichment activities are scheduled for all Summer STARS students every Friday, except Friday, July 3 (Independence Day observed). These activities will be both educational and fun. The activities chosen will be interactive and provide students with hands-on learning experiences. One afternoon will focus on banking; another will be devoted to Smithsonian Museum visits. We have also paired with the Department of Parks and Recreation for some of the enrichment Fridays. More information about these activities will be sent home with your child after summer school begins.

Cost

There is no monetary cost for families. However, for students, the expected cost is hard work, good attendance and positive behavior.



Calendar



May 1	Summer STARS registration begins; all schools
May 2	Saturday Summer STARS registration: 10:00 a.m. - 2:00 p.m., Logan
May 7	Evening Summer STARS registration: 4:00 - 7:00 p.m.; Summer STARS sites
May 9	Saturday Summer STARS registration: 10:00 a.m. - 2:00 p.m., Logan
May 14	Evening Summer STARS registration: 4:00 - 7:00 p.m.; Summer STARS sites
May 21	Evening Summer STARS registration: 4:00 - 7:00 p.m.; Summer STARS sites
May 25	Memorial Day (holiday)
May 28	Evening Summer STARS registration: 4:00 - 7:00 p.m.; Summer STARS sites
May 30	Saturday Summer STARS registration: 10:00 a.m. - 2:00 p.m., Logan
June 1	Last day of regular school for students
June 29	First day of Summer STARS program
July 3	Independence Day (holiday; no Summer STARS classes)
August 7	Last day of Summer STARS program
September 1	First day of 1998-99 school year for students
September 7	Labor Day

We salute our creative students:

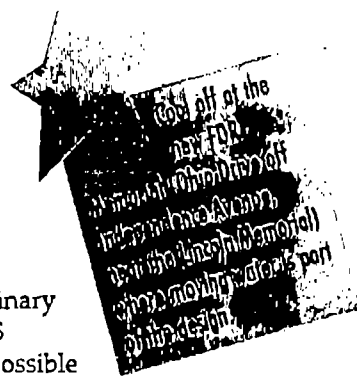
D'Angelo Gore, 8th grade, Jefferson JHS, First Place Winner, Summer STARS T-shirt design competition.

Diamond Benjamin, 2nd grade, Patterson ES, First Place, Summer STARS theme competition.

School Sites

Listed below are the preliminary sites for the Summer STARS program. Some change is possible based on actual enrollment levels.

Elementary Schools



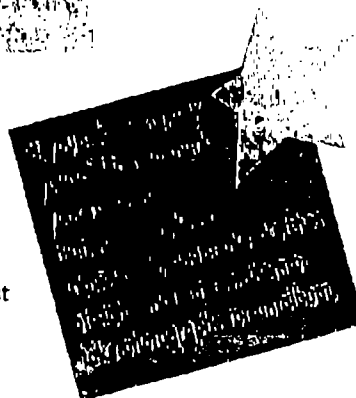
Aiton	Langdon	River Terrace
Amidon	Leckie	Rudolph
Barnard	Ludlow-Taylor	Savoy
Benning	Malcolm X	Seaton
Brent	Mann	Shaed
Brightwood	Marshall	Simon
Bunker Hill	McGogney	Smothers
Burrville	Merritt	Stanton
Clark	Meyer	Takoma
Cleveland	Miner	M.C. Terrell
J.F. Cook	Moten	Thomas
H.D. Cooke	Nalle	Tubman
Draper	Noyes	Turner
Gage-Eckington	Orr	Tyler
Garfield	Park View	Van Ness
C.W. Harris	Payne	Walker-Jones
Hendley	Plummer	Webb
Janney	Powell	Wilkinson
Kenilworth	Randle	J.O. Wilson
Ketcham	Highlands	Winston EC
Kimball	Reed	

Middle/Junior High Schools

Backus	Fletcher-	Jefferson
Deal	Johnson EC	Lincoln
Douglass	Garnet-	Paul
Evans	Patterson	Stuart-Hobson
	P.R. Harris EC	

Senior High Schools

Anacostia	Eastern (day and evening)
Ballou (day and evening)	Roosevelt
Barneker	M.M. Washington
Bell-Multi-cultural	Woodson



Enrollment Information

Why should I enroll my child in Summer STARS?

Summer school is an excellent opportunity for your child to get extra help with reading and math. The learning support he/she receives will make a real difference. Remember, you are not punishing your child by putting him/her in Summer STARS. You are helping your child learn more and do better in school. Best of all, the program is free!

Where and when can I sign my child up for Summer STARS?

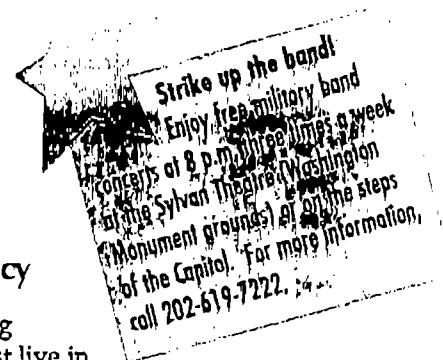
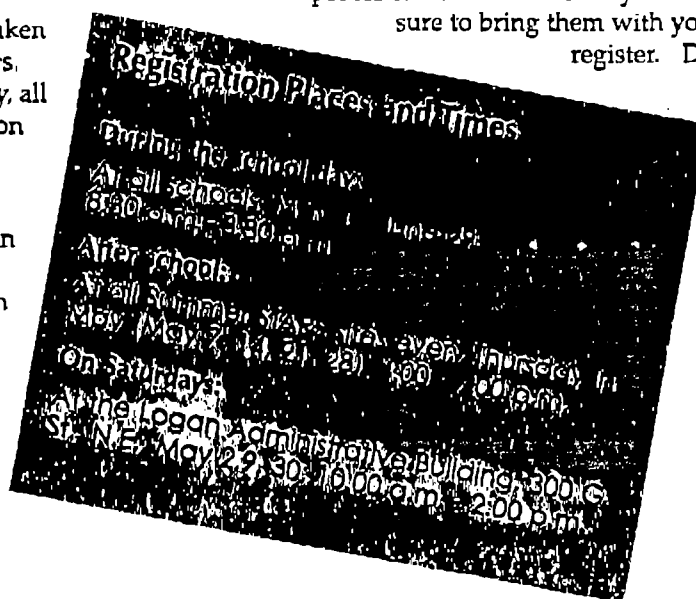
You can enroll your child in Summer STARS at your child's current school beginning May 1. Sign-ups will be taken all day every day during school hours. In addition, during the month of May, all schools will be open for registration on Thursday evenings from 4 to 7 p.m.

There will also be three Saturday Summer STARS registrations at Logan Administrative Building, 3rd and G Streets, N.E. (Two blocks from Union Station Metro). Logan will be open for registration May 2, 9, and 30, from 10 a.m. to 2 p.m. Spanish, Vietnamese, and Chinese translators will be at Logan during registration to assist parents who do not speak English.

Proof of Residency

Every child attending Summer STARS must live in Washington D.C. The D.C. Public Schools must have proof of residency to show that your child lives with a parent or guardian in the District. You should already have three different documents on file at your child's school that prove you live in D.C. If you do, your child's principal will simply sign the summer school application, verifying that you are a resident. If your principal needs more documents to prove that you live in Washington D.C., you will be notified. If you enroll at Logan, your child's application will be forwarded to the principal for signature. If you know that you do not have three proofs of address on file at your child's school, be sure to bring them with you when you

register. Documents you can use as proof of residency include voter registration cards, tax returns, deeds or leases and utility bills.



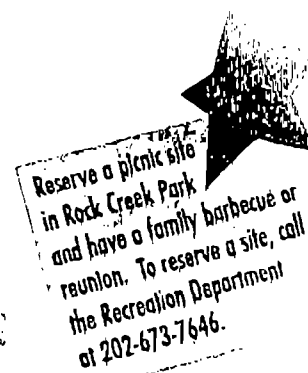
Volunteer Alert

If you want to tutor a student during the Summer STARS program

Please call the Literacy Initiative at 724-4235. People who have been tutoring during the school year are encouraged to continue volunteering this summer.

If you would like to offer general help to the Summer STARS program

Please contact the principal at the school site where you would like to work.



Summer Pleasures

Enjoy your city this summer. Here are a variety of interesting places to take your children after their summer school day ends. All are in D.C., all are free and many are convenient to a Metro station.

Bureau of Engraving and Printing

14th & C Streets, S.W. (202-622-2000). Open weekdays from 9 a.m. to 2 p.m. The process of printing money and stacking the bills is fascinating to children of all ages. Sorry. No free samples!

Federal Bureau of Investigation

E Street, between 9th and 10th Streets, N.W. (202-324-3447). Open weekdays from 8:45 a.m. to 4:15 p.m. This hour-long tour is one of the most popular in town, featuring exhibits on fingerprinting and blood typing. Lines may be long, but it's worth the wait.

Kenilworth Aquatic Gardens

1900 Anacostia Avenue, S.E. (202-426-6905). Visitor's Center open 9 a.m. to 5 p.m. More than 100,000 flowering water plants, ponds and gardens will cool and relax you. A delightful nature experience for your children.

Brush up your Shakespeare outdoors at the Sylvan Theatre at Washington Monument grounds or Carter Barron Amphitheater (in Rock Creek Park off 16th Street, N.W.) See the Entertainment sections of The Washington Post or The Washington Times for performance dates and times or call 202-619-7222.

National Museum of Health and Medicine

Walter Reed Army Medical Center, 6825-16th Street, N.W. Enter on Elder Street off Georgia Avenue. (202-782-2200). Open daily from 10 a.m. to 5:30 p.m. Lots of hands-on exhibits about the human body and disease. A bit graphic for some, but fascinating to students (and adults) with an interest in science and medicine.

Navy Museum

Washington Navy Yard, 9th and M Streets, S.E. (202-433-4882). Open 9 a.m. to 5 p.m. weekdays, 10 a.m.-5 p.m. weekends. Exhibits of model ships, diving equipment and weapons. Children can climb on the cannon, turn periscopes and roam happily around this huge quonset hut. Self-guided tour booklets available. Other pleasures of the Navy Yard include the destroyer Barry, the Marine Corps Museum and Wednesday evening Navy Band concerts.

National Arboretum

3501 New York Avenue, N.E. (off Bladensburg Road) (202-245-2726). Open 8 a.m. to 5 p.m. weekdays, 10 a.m. to 5 p.m. on weekends. 444 acres of trees, gardens and ponds for everyone to enjoy. Discover hundreds of new species of plants, learn about the Japanese art of bonsai (miniaturization of trees) and purchase special herbs for dinner.

Feed the soul with a peaceful walk through the gardens at Washington National Cathedral (Massachusetts and Wisconsin Avenues, N.W.) or the Franciscan Monastery (14th and Quincy Streets, N.E.)

OFFICE OF THE CHIEF ACADEMIC OFFICER: Arlene Ackerman, Superintendent, 724-4222; Elois Brooks, Deputy Chief Academic Officer, 724-4222; Mark E. Robertson, Assistant Superintendent for School Auxiliary Support Services, 724-4400; Anne Jackson, Summer School Coordinator, 724-4400; Patricia Anderson, Student Assessment Branch, 576-6288; Judy Aaronson, Director (Acting), Department of Teaching and Learning, 576-6171; Anu Greenlee, Special Assistant for Parent Affairs, 724-4235. Editor: Lois Berkowitz; design: Brad Green. The printing of this newsletter is entirely funded by ESEA Title I, Part A.

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**Additional information on improving
DC Public Schools Student Achievement**

**Testimony Before the
Subcommittee on Early
Childhood, Youth and Families of
the Committee on Education and
the Workforce**

March 12, 1998, Rayburn House Office Building

**Lawrence S. Callahan,
Superintendent of Schools
Archdiocese of Washington**

I am Lawrence S. Callahan, Superintendent of the Catholic Schools for the Archdiocese of Washington. I thank you for inviting me to come before you this morning.

Mr. Chairman and members of the subcommittee, I come this morning not to offer a philosophical position on the issue of parental choice, but as the chief educational administrator of the Archdiocese of Washington to describe who we are and what we provide in the area of elementary and secondary education in the District of Columbia and Maryland. This is where my expertise lies and how I can best serve the interests of this subcommittee.

I represent a community of Catholic schools that includes 84 elementary schools, 17 secondary schools, three parish-based early childhood programs and two special programs in the geographic area that covers the District of Columbia, and the Maryland Counties of Calvert, Charles, Montgomery, Prince George's and St. Mary's.

We serve more than 33,000 students and their families -- representing a wide array of ethnic, cultural, religious, familial and economic backgrounds. They come to us from urban, suburban and rural communities -- from affluent households in Potomac, from farms in St. Mary's County and from tough neighborhoods in Washington's inner city.

In the 1996-97 school year, 40% of our elementary school students and 41% of high school students represented minority populations. In addition, 24% of elementary students and 32% of high school students were non-Catholic. In the District alone, 79% of our students were minority and 54% were non-Catholic.

We embrace all of them with a commitment to provide the best education we can with the resources available.

These schools are served by a professional staff of nine people in the Archdiocesan Catholic Schools Office. This is possible, because we are able to rely on the capable leadership and cooperation of administrators on the school level. Indeed, we actively involve principals in policy and decision-making, and teachers in the development of curriculum guidelines for the various academic disciplines.

Our curriculum is based on a philosophy of education that espouses developmentally appropriate practices, inclusion, integration of subject matter, current assessment practices, an emphasis on critical thinking and high academic standards. We believe that all children can succeed and our teachers work with them so that they do.

We set high standards for our schools and insist that all adhere to Archdiocesan policy and guidelines regarding the religious education and formation of our students. We require our schools to become accredited by the Middle States Association of Colleges and Schools.

Our schools tend to enjoy high levels of parent involvement and support.

The average tuition rate in a Catholic elementary school is \$2,131.40, while the average cost per student is \$2,814.92.

We are proud of the fact that our schools provide a safe, drug and violence-free atmosphere. It is an environment in which discipline is enforced, while all forms of corporal punishment are forbidden.

We are likewise proud of the 17 Catholic high schools in the Archdiocese of Washington. At the conclusion of the 1996-97 school year, a remarkable 98% of graduates were headed for college. This high level of passage into college includes those schools serving high numbers of minority students – such as Archbishop Carroll High School in the District which serves approximately 700 students, virtually all of whom are minority, and about 60% of whom are non-Catholic.

Our Catholic schools have seen six straight years of enrollment growth, and many schools have waiting lists in certain grade levels. We have opened two new parish elementary schools since 1994, the first to open in this Archdiocese in three decades. Three schools have major expansions completed or in progress to increase greatly their capacity.

The religious education of our students involves instruction and formation in faith and values, regular prayer and religious observance, and an educational environment consistent with these ideals. I am proud of the fact that many Catholic elementary and high school students participate in programs of human service to help the poor, the elderly and others in need.

I am happy to report that our Catholic schools have made significant strides in expanding the student body it serves. The Archdiocese now awards approximately \$1.8 million a year in tuition aid, making it possible for more people of limited means to attend Catholic schools, in addition to support provided by parishes and schools themselves. We have worked successfully to make our schools more inclusive of students with learning disabilities, and anticipate significant progress in this effort in the years ahead.

The greatest concern in regard to our Catholic schools is the 16 schools in Washington's center-city which play a vital role in the District of Columbia. In 1996-97, these schools served a population of 3,422 students, 99.5% of whom were minority, and 67% of whom were non-Catholic.

In January of 1997, James Cardinal Hickey, Archbishop of Washington announced a plan called *Faith in the City* to strengthen Catholic center-city schools and to enhance services to the District's children. This program was designed as a bold alternative to closing schools and consolidating finances.

As Cardinal Hickey said when announcing the *Faith in the City* project:

"I will not abandon the city of Washington in its time of need. While there is often good reason for closing schools, I prefer to invest new resources and launch creative programs to ensure a happy and successful future for D.C. Catholic schools and the families they serve.

"Catholic schools are just too important to the District of Columbia. They provide an atmosphere of safety, order and caring for the children they serve. In this environment, effective learning can occur, faith can be shared, positive values imparted, and parents supported in the raising of their children."

Faith in the City includes initiatives to enhance Catholic identity;

procure the financial, material, and personal support of individuals and groups;

increase professional development opportunities for teachers and

administrators; ensure success for students at-risk; improve facilities; create

two specialized schools with a focus on Science and Technology for students

with a special interest or aptitude in these areas, and enhance services to the

Latino community.

Faith in the City is bringing renewed life and spirit into these schools.

These school communities now enjoy increased professional development

opportunities for students and teachers, new levels of support from local

Catholic colleges, enhanced administrative and financial procedures and new

services to students.

Mr. Chairman and members of the Subcommittee, let me conclude by emphasizing that we are eager to serve more of the District's children in the spaces available in Catholic elementary schools in the District of Columbia and its nearest Maryland neighbors. We estimate that as many as 2,000 spaces can be made available.

In any event, We intend to continue providing a quality service to our parishioners and to the citizens of our nation's Capitol. Thank you.

Committee on Education and the Workforce
Witness Disclosure Requirement - "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name: Lawrence S. Callahan		
1. Are you testifying on behalf of a Federal, State, or Local Governmental entity?	Yes	No X
2. Are you testifying on behalf of an entity other than a Government entity?	Yes X	No
3. Please list any federal grants or contracts (including subgrants or subcontracts) which <u>you have received</u> since October 1, 1994: N/A		
4. Other than yourself, please list what entity or entities you are representing: Archdiocese of Washington, Catholic Schools Office		
5. If your answer to question number 2 is yes, please list any offices or elected positions held or briefly describe your representational capacity with the entities disclosed in question number 4: Superintendent of Catholic Schools		
6. If your answer to question number 2 is yes, do any of the entities disclosed in question number 4 have parent organizations, subsidiaries, or partnerships to the entities for whom you are not representing?	Yes X	No
7. If the answer to question number 2 is yes, please list any federal grants or contracts (including subgrants or subcontracts) which were received by the entities listed under question 4 since October 1, 1994, including the source and amount of each grant or contract: Although we did not receive any contracts or grants, we do participate in the following government programs: Title 1, 2, 3, 4, 6 and 7.		

Signature: Lawrence S. Callahan Date: March 12, 1998

Please attach this sheet to your written testimony.

PERSONAL INFORMATION: Please provide the committee with a copy of your resume (or a curriculum vitae) or just answer the following questions:

a. Please list any employment, occupation, or work related experiences, and education or training which relate to your qualifications to testify on or knowledge of the subject matter of the hearing:

Superintendent of Schools, Archdiocese of Baltimore 1980-1992;

Superintendent of Schools, Archdiocese of Washington 1992-present

b. Please provide any other information you wish to convey to the Committee which might aid the members of the Committee to understand better the context of your testimony:

Please attach to your written testimony.

Information on Private School Tuitions in the D.C. Metropolitan Area

- **Number of private schools in Washington, D.C. metropolitan area.** There are approximately 188 private schools located inside the Beltway.
 - One-third (32%) are located in the District of Columbia, 41% are in Maryland, and 27% are in Virginia.
 - Nonsectarian schools accounted for about one-fourth (27%) of these schools; 41% were Catholic, 6% were conservative Christian, and 24% were affiliated with other religions.
- **Average tuition.** Information on tuitions is available for about two-thirds of these private schools (115, or 61%). Tuition data was most likely to be available for nonsectarian schools (92%) and least likely to be available for conservative Christian schools (25%); tuition data was available for 43% of Catholic schools and 64% of other religious schools.

- School tuitions ranged from a low of about \$1,000 to a high of about \$21,000.
- Overall, the average (mean) tuition charged at these schools was \$7,500 (weighted by students). However, this may somewhat overstate the average tuition for all schools in the DC metro area because tuition data was most likely to be available for the highest-cost schools (nonsectarian) and least likely for the lowest-cost (conservative Christian).

The mean tuition for these schools (\$7,500) is higher than the median tuition of \$6,110, because the schools with the largest enrollments tended to have higher tuitions.

- Nonsectarian schools tended to charge substantially higher tuitions (\$9,200 on average). Only eight of the 46 nonsectarian schools with tuition data had tuitions below \$4,000.

Conservative Christian schools tended to have low tuitions (\$2,900); even the highest tuition charged by one of these schools (\$4,100) was still well below average. Overall, Catholic schools were also below average (\$5,300), although some prestigious Catholic schools charged much higher tuitions. "Other" religious schools tended to have above-average tuitions (\$8,900).

The National Coalition for Public Education

National Coalition for Public Education Opposes DC Voucher Plan

The National Coalition for Public Education (NCPE), comprised of over 40 education, civil liberties, and religious organizations, strongly opposes the voucher plan for the District of Columbia. Although supporters of the plan refer to the proposal as scholarship funds, this is a voucher bill that would allow public money to finance private and religious school attendance. No matter what they are called, the scholarships are vouchers, and are unconstitutional and bad public policy.

The primary beneficiary of this money will be the schools, not the students. This plan will be an enormous financial windfall to private schools and the students already in those schools.

Parochial schools are pervasively sectarian, and providing public money to religious schools is a clear violation of the U.S. Constitution's First Amendment doctrine of church-state separation. The Supreme Court has consistently held that tax dollars cannot pay, either directly or indirectly, for religious education or the religious mission of parochial schools. If adopted, this voucher plan would certainly face a court challenge.

These vouchers would do nothing to contribute to the overall improvement of DC public schools. Congress should not adopt a voucher proposal that diverts limited federal resources to private and religious schools, thereby hurting the majority of children who attend public schools. In fact, vouchers will harm neighborhood public schools by diverting financial resources and the public's commitment away from public school improvement.

Further, vouchers do not ensure parental choice. Schools accepting vouchers do not have to admit every student seeking admission. Schools select the students they will or will not admit. Voucher schools do not have to accept children who need high-cost educations, such as those who are disabled, limited-English proficient, or homeless. Nor do private schools accepting vouchers have to adhere to the same due process requirements related to the expulsion of students.

March 1998

*** TX REPORT ***

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THE WHITE HOUSE
WASHINGTON

FACSIMILE COVER SHEET

TO: Dan Zorn

FROM: Nicole Rabner
Associate Director for Domestic Policy
The White House

FAX #: 402-0596

PHONE #: _____

OF PAGES (including cover page) 3

COMMENTS: I can't remember if I sent this
or not...
Have a great weekend, and thanks
for your help.

Draft

TO THE UNITED STATES SENATE:

I am returning herewith without my approval S. 1502, the "District of Columbia Student Opportunity Scholarship Act."

This bill would create a program of federally funded vouchers that would divert critical Federal resources to private schools instead of investing in fundamental improvements in public schools. The voucher program established by S. 1502 would pay for a few selected students to attend private schools, with little or no public accountability for how those funds are used, and would draw attention away from the hard work of reforming public schools that serve the overwhelming majority of the District's students.

S. 1502 would permit only about 3 percent of the students in the District's public schools to attend private schools, and would do nothing to improve education in the public schools for the 97 percent who would remain.

Although I appreciate the interest of the Congress in responding to the educational needs of the children in our Nation's Capital, this bill is fundamentally misguided and a disservice to those children. Choice among private schools should be paid for with private funds, with public funds used to improve, and provide choice among, public schools.

I urge Congress to send me, instead of this bill, legislation adopting my proposals to help improve education for all children in our Nation's public schools, including those in the District of Columbia.

D.C. School Vouchers On Verge of Passage

Clinton Veto to Follow House Vote

By David A. Vise

Washington Post Staff Writer

House Republicans plan to approve a controversial school voucher program for the District this week, forcing a showdown with President Clinton that they intend to turn into a national campaign issue later this year.

The voucher bill, which already has passed the Senate, would provide poor parents of about 2,000 students in District public schools with up to \$3,200 each to pay tuition at private and parochial schools.

House Majority Leader Richard K. Arney (R-Tex.) said the bill, promoted by a \$130,000 local advertising campaign, has enough support to pass Congress this week and go straight to the White House, where President Clinton has said he will veto it.

Clinton's secretary of education, Richard W. Riley, described vouchers, one of the most divisive issues in education, as "fraught with politics." Despite fierce opposition by the powerful National Education Association (NEA), which represents more than 2 million school employees, virtually all House Republicans support the bill, as do a handful of Democrats.

Arney says the legislation would give some lower-income students a chance for a better education, while Clinton and most Democrats say the measure is highly troublesome and would divert attention and resources from improving public schools.

Arney said he has more than enough votes to pass the bill but lacks the necessary two-thirds support to override a presidential veto. If Clinton follows through on his pledge to reject the bill, Arney said, Republicans will tell Americans as fall elections approach that the Democratic Party cares more about appeasing teachers unions than helping poor children get an education.

"Certainly we will bring it up," Arney said. "We are obviously trying everything we can to encourage the president to sign it. If the president vetoes this bill, it will be a veto made out of consideration for the NEA, and it is

going to disappoint 2,000 youngsters and their families."

Some local members of Congress are crossing party lines.

Rep. James P. Moran Jr. (D-Va.), a member of the House Appropriations D.C. subcommittee, said he will vote for the bill because it is "unfair" to deny poor District parents the chance to send their children to private school when the opportunity is available to members of Congress, the president and the vice president.

Rep. Constance A. Morella (R-Md.), who opposes the bill, said it would hurt renewed efforts to improve the city's public schools. She wants any decision about vouchers left to local officials.

Moran said that while his children attend public school in Alexandria, he knows of no members of Congress who send their children to D.C. public schools. He also noted that the \$7 million bill would not take money away from the D.C. school system next year because the voucher program would be funded entirely by additional federal money.

"I'm troubled by the traditional Democratic response on this," Moran said. "I tend to be a traditional Democrat, and I believe in public schools. But I also want to be a rational, responsible person. I think we need to do everything we can to beef up the public schools, but I think not to allow some parents that [private school] option, if they are willing to make the extraordinary efforts required, is unfair."

Morella said strong efforts are underway in the District to improve public schools. Chief Academic Officer Arlene Ackerman, soon to be the schools' chief executive, wants to raise education standards, halt "social promotion" of students who cannot pass reading and math proficiency tests, expand summer school and make buildings safer.

Morella, who sent her children to Montgomery County public schools, said the focus must be on doing everything possible to improve the District's education system, which serves more than 70,000 students.

Morella also said Congress should

avoid micro-managing District matters. If city residents want a voucher program, she argued, they can do what residents of Milwaukee and Cleveland have done: enact one on their own.

Rep. Albert R. Wynn (D-Md.) said he also will vote against the voucher bill because it is not a viable way to bolster public schools.

"It is not workable," said Wynn, whose district includes Prince George's County. "It leaves 93 percent of the students in the city in the same situation. It doesn't change the fundamental problems the city has in terms of school repair and hiring teachers."

Education Secretary Riley said the White House vehemently opposes the bill. A voucher system, he said, would weaken public schools in the District by draining top students and resources, splitting the community and shifting the city's focus away from the need to create high academic standards in safe and drug-free public schools.

He also said private and parochial schools should be wary of accepting federal funds that ultimately would make them "less private and less parochial" as they are forced to comply with federal standards.

Instead of supporting vouchers, Riley said the Clinton administration recently gave the District's public schools a \$5 million federal grant to pay for an expanded summer school program — and included an additional \$20 million in the proposed 1999 federal budget to provide more reading specialists and other resources for the city's schools.

Riley also said that there are few openings in local private schools for next fall and that many schools charge more than \$3,200 a year, making the proposed voucher program a political ploy rather than a serious program.

Arney said that there are parochial schools that charge tuition in the range of what the voucher program would provide, and that parents could seek additional financial aid. If necessary, he said, private schools could be expanded or created to meet increased demand.

The Senate passed the District

voucher bill last fall after it was stripped from the city's annual budget bill. With House Speaker Newt Gingrich (R-Ga.) casting the dramatic deciding vote, the House initially passed voucher legislation for the city last fall as an attachment to the D.C. budget bill. But to avoid delaying the city's annual appropriation, House legislators later approved a substitute bill without vouchers and vowed to bring the issue up again this year.

Del. Eleanor Holmes Norton (D-D.C.) said vouchers raise important

constitutional questions that the Supreme Court has not addressed directly.

But she noted that voucher opponents in Wisconsin and Ohio, where cases are pending on appeal, have argued successfully in court that such programs violate the separation of church and state by providing government funding to parochial schools.

Norton also cited a recent study showing that after one year, the voucher program in Cleveland has not improved student performance.

Norton noted that vouchers have

failed in numerous referendums around the country, and that Republicans should not seek to impose a program on the city that they would not force on their own constituents. She also criticized Republicans for going ahead with this week's vote rather than exploring a compromise that the White House and Democrats could support.

The Republicans "make no bones about the fact they are into election-year stuff," Norton said. "This is an election-year charade." ■

51. Associated Press

04-27 4:16a

Education Department loses battle in fight over jobless pay for subs

HILO, Hawaii (AP) - A Circuit Court judge has ruled substitute public school teachers are entitled to collect unemployment benefits during summer vacation.

The legal dispute pitted the state Department of Education against the state Department of Labor and Industrial Relations. Each side was represented by a deputy state attorney general.

The Labor Department paid the benefits for 20 years before the DOE took over the task of paying unemployment compensation last year.

Education officials want to stop the practice, saying they had been unaware it had been going on.

But Circuit Judge Riki May Amano ruled Friday that paying the benefits is legal under state law and Labor Department rules.

The legal dispute isn't over. The DOE is challenging the practice in more than a dozen other cases filed in various courts around the state.

The Labor Department has held substitute teachers are entitled to jobless benefits because they aren't given "reasonable assurance" that they will be employed when classes resume after summer vacation. ■

52. Houston Chronicle

April 24, 1998

Many back bilingual education

Poll of Hispanics also indicates 64% believe effort has succeeded

By BENNETT ROTH
Washington Bureau

WASHINGTON — As conservatives step up efforts to curb bilingual education, a survey of Hispanics released Thursday shows that an overwhelming majority support such programs.

The survey, commissioned by the Spanish-language television company Univision, found that 83 percent of those polled either strongly or somewhat supported bilingual education, and 64 percent believe these efforts have succeeded.

The new survey comes at a time when there is increasing pressure by Republicans to eliminate federal funding

for such programs. House Majority Whip Tom DeLay, R-Sugar Land, this week introduced legislation that would leave it up to the states to determine whether such programs should be funded.

In California, an initiative has been placed on the ballot that would ban bilingual education. The proposition, which will be voted on in June, would place children with limited English skills in English-tutoring classes for one year and then place them in mainstream classes.

The poll also found that 54 percent of those surveyed opposed the California proposition, with more than two-thirds agreeing the measure is too harsh.

However, a recent poll by the Los Angeles Times found a majority of Californians of all ethnic and political backgrounds strongly endorsed an end to bilingual education.

The Univision poll surveyed 755 eligible Hispanic voters between April 5 and 18 in eight cities: San Francisco, Los Angeles, Miami, New York, Chicago, Houston, Dallas and San Antonio.

It was conducted by Clinton pollster Mark Penn and former Reagan official Michael Deaver. The two men presented their findings at a Univision-sponsored forum.

The event also featured a speech by Univision President Henry Cisneros



For Release: April 28, 1998

Contact: Julie Green (202) 401-3026

**Remarks as prepared for delivery by
U.S. Secretary of Education Richard W. Riley
Press Conference on D.C. Vouchers**

Thank you Congresswoman Norton. I want to thank you and the other Members who are gathered here and for your leadership on this important issue.

We are in the midst of what I believe is a period of great contradiction and irony here in Washington. On the one hand, the Congress of the United States is spending a good deal of time talking about an issue of great importance to Americans --education. On the other hand, however, we see the majority in Congress proposing frustratingly marginal and counterproductive proposals that are trumpeted as fundamental improvement.

The latest of these politically expedient, but substantively irrelevant efforts is the issue of vouchers for D.C. Schools. This misguided cause has been trotted out before --and the arguments against it are stronger than ever.

Quite simply, vouchers are the worst kind of public policy --they are diversionary, divisive, and unnecessary. They bleed taxpayer dollars from public schools that both need and would truly benefit from this kind of attention and investment. This latest effort would not help about 97 percent of D.C. students and would leave a weakened public school system.

What is more, the evidence indicates that vouchers do not improve the academic achievement of students. In fact, as the recent evaluation of Cleveland's voucher experiment revealed, quite the opposite is true.

Students attending voucher schools did not perform any better than students attending public schools. In fact, the primary --and perhaps only --beneficiary of the voucher program in Cleveland was the city's taxi drivers, who received a good deal of revenue shuttling students to their new schools.

Politically inspired schemes like vouchers should not fool anyone. There is no magic solution to fixing troubled schools. It takes hard work and human investment *in* our schools rather than a depletion *of* them --as vouchers would do. We need to focus on creating high academic standards and building safe and drug-free public schools.

The D.C. Public Schools have begun this kind of commitment with its Improved Student Achievement Initiative to help all students reach high academic standards. This summer, the Clinton Administration is helping fund the 1998 Summer school program here in the District of Columbia.

By providing extended learning opportunities to more than 20,000 students who need help to advance academically, this \$5 million investment will help raise academic standards for all D.C. public school students. This will be supplemented by the \$20 million investment for professional development, reading specialists and comprehensive school reform that the Administration has requested in the 1999 budget which will directly help more than 77,000 students.

That is also why I support alternative use of voucher funds for comprehensive school reform and for reading teachers. These funds would help raise student achievement by assisting public schools to implement successful reforms based on reliable research and effective practices, and which include an emphasis on basic academics and parental involvement. And they would be used to bring well trained reading professionals into the schools to bolster reading scores.

I've seen the kind of positive changes that can take place in a school when a community comes together in their behalf and are willing to work to make them better. Vouchers only detract from this kind of commitment and initiative.

Finally, I would point out that the very nature of vouchers is to divide communities —politically, economically, and socially. And this is precisely the opposite result of what education in this nation and our public schools historically have been about. We don't educate our children as Democrats, Republicans or Independents. Let's invest in solutions that we all can agree on and that will make a real difference.

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NO. 0020 11/07/01

IMPROVING D.C. PUBLIC SCHOOLS:
THREE CONCRETE STEPS TO SUCCESS

DRAFT

The new leadership of the D.C. Public Schools is committed to initiatives that will help all students achieve to high academic standards through a rich, challenging curriculum, additional training for teachers and principals, tough new student promotion standards, and accountability of schools and staff.

The U.S. Department of Education is helping D.C. Public Schools by funding summer school for 20,000 students and is requesting funding for training teachers, including reading specialists for every school, and implementing comprehensive school reform.

HIGH PROMOTION STANDARDS AND SUMMER SCHOOL. Approximately 65,000 D.C. Public School students are currently taking achievement tests. INSERT MORE ON RIGOR OF TESTS.

The Summer STARS program (Students and Teachers Achieving Results and Success) is designed to help low-performing students catch up to the next grade level and to provide enrichment classes for other students. Up to 20,000 students will be able to attend the six-week sessions, which will focus on reading and mathematics.

This program will be offered at 60 elementary schools, 10 junior high schools, and 10 high schools. Daily attendance is mandatory. The ratio of students to teachers will be 15 to 1, with 1 additional aide in each reading class. Breakfast and lunch will be served daily at all sites. There also will be afternoon enrichment activities.

Students will attend classes Monday through Friday from 8:30 a.m. to 12:30 p.m., with a highly structured curriculum of 2 hours of reading and 2 hours of math. Each student who must attend *Summer STARS* will be given an individual learning plan for the summer. If a student meets the goals in that plan, the *Summer STARS* staff will recommend to the principal that the child be promoted.

The U.S. Department of Education provided \$5 million, half of the cost, for the *Summer STARS* program.

TRAINING TEACHERS TO TEACH TO HIGH STANDARDS. To help students reach high standards, teachers need the training to teach to high standards. Without adequate training, teachers cannot improve student performance in reading, mathematics, and other subjects. D.C.'s initiatives will include funds for training teachers, principals, and other school staff.

Training Reading Specialists for Every School. To ensure that every student can read independently by the end of third grade, 148 reading specialists will be trained and assigned to every school in the 1998-1999 school year.

Raising Mathematics Achievement. In the 1999-2000 school year, teacher training will focus on mathematics and science.

Training Teachers for the Lowest Performing Schools. In 1998, 20 facilitators will be trained in *First Steps*, a research-based literacy resource program that focuses on all aspects of literacy, including reading, writing, spelling, and oral language. The 20 facilitators will then be paired with the lowest performing schools to support teachers in improving reading instruction. By the fall of 1998, 500 teachers in the lowest performing schools will be trained in *First Steps*.

TURNING AROUND LOW-PERFORMING SCHOOLS THROUGH COMPREHENSIVE SCHOOL REFORM. One of the most effective ways to change schools is through comprehensive school reform, based on research and proven practice. Comprehensive school reform involves all areas of teaching and learning, including curriculum, teacher training, administrative support structures, and parental and community involvement. D.C. Public Schools will expand its current reform efforts in 8 schools to 10 more, beginning in September 1998.

An additional 7 schools will be funded at \$50,000 each, for a total of \$350,000, from the U.S. Department of Education Obey-Porter Comprehensive School Reform Demonstration Program. As a result of these combined efforts, a total of 25 schools, 17% of D.C. Public Schools, will be part of a sustained effort to bring about much needed change.

To continue support for these initiatives in the 1998-1999 and 1999-2000 school years, the U.S. Department of Education has requested \$20 million for FY1999 for teacher training and comprehensive school reform.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

September 30, 1997

STATEMENT BY THE PRESIDENT

Outside the Oval Office

10:00 A.M. EDT

THE PRESIDENT: Good morning. I have said that I had no higher priority than getting our children the best education in the world in the 21st century, and that to achieve that politics must stop at the schoolhouse door. I'm committed to making sure every 8-year-old can read, every 12-year-old can log on to the Internet, every 18-year-old can go on to college, every adult can continue to learn through a lifetime. And we have made significant progress in our efforts to strengthen, improve and hold more accountable public education.

As Congress continues to debate the education bill this fall it's become clear that there are some who are waging an effort to undermine our commitment to public education and our public schools. First, the Senate has passed an amendment that would virtually close the Department of Education and abolish some of its most successful efforts to expand school choice and charter schools, to bring computers to every classroom, to create more safe and drug-free schools.

Second, the House of Representatives has actually voted to prevent our country from setting high standards of academic excellence with voluntary national tests to ensure that every child masters the basics in reading and math. I will veto any legislation that damages our commitment to public education and to high national standards. I am pleased that our effort on standards has received strong bipartisan support in the Senate and I intend to continue this fight for as long as it takes.

Third, in a vote to occur today, some in Congress would diminish our country's commitment to public education by siphoning badly needed funds away from our public schools into a voucher program that would support private academies for a very limited number of students.

Ninety percent of our children in America attend public schools. Our public schools do face a host of challenges. Every city especially faces problems with large numbers of poor children and often old facilities and other difficult challenges. But the answer, the answer is to put competition, change, excellence, accountability back into the public school system, not to take limited funds away from it.

The District of Columbia has some very good public schools and others that are not performing as well as they should. We can have more competition there and more options for parents and children without abandoning the schools through public school choice and greater use of charter schools. I have worked very hard on these things for the last several years and will continue to support them.

But instead of abandoning our schools, we should continue to support proven reform efforts, including getting more parents involved, improving teaching, getting drugs out of the schools, getting more discipline in the schools, raising the standards so that we can hold teachers and principals, schools and students accountable.

Public schools are the cornerstone of our democracy. We have always recognized our common responsibility for preparing all our young children for the challenges of the future. I call upon Congress to challenge our public schools, to change our public schools, but not to walk away from them.

Thank you.

April 29, 1998

REMARKS TO THE YALE CHILD STUDY CENTER SYMPOSIUM IN HONOR
OF THE SCHOOL DEVELOPMENT PROGRAM'S 30TH ANNIVERSARY

DATE: Thursday, April 30, 1998
TIME: 2:00 - 3:00 pm
LOCATION: Yale University School of Medicine
New Haven, CT
FROM: Nicole Rabner

I. PURPOSE

To make remarks on education reform and school vouchers at a symposium of the Yale Child Study Center's School Development Program.

II. BACKGROUND

Overview of Legislative Debate on School Vouchers and IRAs

D.C. Voucher Debate: This week, the House of Representatives will take up a controversial school voucher program for the District of Columbia. The voucher bill, which has already passed the Senate, would provide poor parents of about 2,000 students in District public schools with up to \$3,200 each to pay tuition at private and parochial schools. House Majority Leader Richard Armey said the bill has enough votes to pass Congress this week. The President has said he would veto the measure.

Coverdell School IRAs: Last week, the Senate approved a House-passed measure to create Education IRAs -- individual accounts for elementary and secondary school expenses. It is expected to go to Conference quickly. (The House version did not include the controversial Gorton education block grant program). The President has said he would veto the measure. On April 21, Senator Carol Mosley-Braun offered an amendment to replace the IRA provisions with a school construction and modernization proposal -- it was narrowly defeated.

Child Development Symposium

In honor of its 30th anniversary, the School Development Program is holding a symposium entitled, "Child Development: the Foundation of Education."

Overview of the School Development Program

The School Development Program (SDP), founded by child psychiatrist James P. Comer of Yale University, was first implemented in 1968 in the two lowest achieving schools in New Haven, Connecticut. Today, 541 elementary schools, 107 middle schools, and 73 high schools are using the SDP, also known as the Comer Process.

Dr. Comer believes that many children in inner city schools come to school without the personal, social, and moral development necessary for academic success. To compound this problem, many school staff members, lacking adequate knowledge of child development and the children's home culture, are unprepared to deal appropriately with these students and their families.

Over a period of years, Comer developed a nine-part process to improve educators' understanding of child development and to foster healthier relations between school and home. Three mechanisms, three operations, and three principles guide the process:

- The Mechanisms are: (1) a School Planning and Management Team, which develops and monitors a Comprehensive School Plan and includes administrators, teachers, support staff, parents, and others; (2) a Student and Staff Support Team, which helps improve the social climate of the school and includes social workers, counselors, special education teachers, and other staff with child development and mental health backgrounds; and (3) a Parent Team, which promotes parent involvement in all areas of school life.
- The Operations are: (1) a Comprehensive School Plan, which gives direction to the school improvement process, and covers academics, school climate, staff development, public relations, and other areas; (2) a Staff Development Plan, which focuses teacher training on needs related to the goals and priorities specified in the comprehensive plan; and (3) Monitoring and Assessment, which generates data on implementation and results, allows teams to modify the school's approach where necessary.
- The Guiding Principles are: (1) a No-Fault Approach to Problem-Solving, letting teams analyze and solve problems without recrimination, (2) Consensus Decision Making, promoting dialogue and common understanding; and (3) Collaboration, enabling both the principal and the teams to have a say in the management of the school.

The SDP was designed to meet the needs of inner city schools and students. Over the years, however, it has been implemented in a range of schools, including some suburban and rural schools. The SDP charges a flat fee of \$15,000 per participating district, which entitles the district to send two people to week-long workshops at Yale. It also covers two on-site visits by a program staff member.

Results of the School Development Program

School Development Program (SDP) researchers have conducted numerous studies of student achievement in Comer schools over the past 15 years. Some studies have compared student achievement in Comer schools to that in control schools. A 1985 study, for example, found that fourth and fifth grade students in Comer schools received significantly higher reading and math grades than students in control schools, and that third and fourth grade students in Comer schools scored significantly higher on CAT reading tests.

Other studies have compared student achievement in Comer schools to that for the district as a

whole. In Prince George's County, Maryland, for example, average percentile gains on math, reading, and language arts CAT scores for the district's 10 Comer schools were significantly higher than the average percentile gains for district schools as a whole. Comer schools in Benton Harbor, Michigan, also witnessed considerable improvements in CAT scores over a four-year period, though district scores in some subjects in some grades improved as much as or more than scores in Comer schools. Several studies have found that student achievement improves more at schools that faithfully implement the Comer Process than at low implementation schools.

Studies conducted by the SDP and other researchers also provide evidence of significant SDP effects on school climate, student attendance, and student achievement. SDP effects are usually first manifested in the improvement of the school climate, indicated by improved relationships among the adults in the school, better collaboration among staff members, and greater focus on the child as the center of the education process. Research showed that schools where the SDP guiding principles (no-fault problem solving, consensus decision making, and collaboration) were followed consistently, there was a significantly greater decline in absenteeism and suspension rates compared to the district as a whole. Comparative studies of SDP and non-SDP schools reported significantly higher self competence, self-concept, and achievement for SDP students than for non-SDP students.

Qualitative analyses of more than 130 interviews of parents, students, teachers, principals, and other school personnel from ten schools indicated (1) improved parental and community involvement, (2) strong, positive climate, (3) increased team work and greater coordination, (4) greater focus on child-centered issues for comprehensive school planning, and (5) greater top-down and bottom-up management. These analyses also showed that the Student and Staff Support Teams focused primarily on prevention rather than crisis management and established stronger linkages between schools and communities in order to better facilitate services to students. The three SDP teams (School Planning and Management Team, Student and Staff Support Team, and the Parent Team) and the three guiding principles served as vehicles for bringing the school and community together to resolve conflicts and reach solutions.

III. PARTICIPANTS

Speaking Program

The First Lady

John DeStefano, Mayor of New Haven

Dr. Richard C. Levin, President of Yale University

Dr. James Comer, Founder and Chairman of the Board of the
School Development Program

On Stage

Dr. Edward Joyner, Executive Director, School Development Program

Dr. Reginald Mayo, Superintendent of New Haven Public Schools

Audience

Approximately 400 people, including: (1) facilitators of Comer Schools nationwide (educators, deans, superintendents, school administrators); (2) participants in an ongoing training session for grass-roots implementers of Comer Schools (parents and school district officers); (3) Yale University and Yale Child Study Center faculty; and (4) invited foundation leaders and journalists.

IV. SEQUENCE OF EVENTS

- The First Lady will proceed to a private meet and greet.
- The First Lady will proceed to the Symposium speaking program.
- Mayor of New Haven John DeStefano makes welcoming remarks and introduces Dr. Richard Levin, Yale University President.
- Dr. Levin makes brief remarks and introduces Dr. James Comer, Founder and Chairman of the Board of the School Development Program.
- Dr. Comer makes remarks and introduces the First Lady.
- The First Lady makes remarks.
- At the conclusion of the First Lady's remarks, Dr. Comer thanks the First Lady and adjourns the session.
- The First Lady departs.

V. PRESS PLAN

Open Press.

Child Development: The Foundation of Education

April 30 and May 1, 1998

Yale University, New Haven, CT

a symposium convened by the School Development Program

Thursday, April 30

Morning

- 7:30** Registration & continental breakfast Grand Ballroom, Omni Hotel
- 9:00** **Welcome**
Edward T. Joyner, Ed.D. Ballroom C, Omni Hotel
Executive Director of the School Development Program
- 9:20** **Systems Change in Education**
Peter M. Senge, Ph.D., Senior Lecturer at Massachusetts Institute of Technology
Question and answer period
- 10:15** Break
- 10:30** **Large Scale Systemic Reform: Conversations with Superintendents** Ballroom A/B/C, Omni Hotel
Jerry D. Weast, Ed.D., Superintendent of Guilford County School District
Lester W. Young, Jr., Ed.D., Superintendent of New York Community School District 13
James A. Williams, Ed.D., Superintendent of Dayton City School District
Reginald R. Mayo, Ph.D., Superintendent of New Haven Public Schools
- 12:00** **Child Development and Neuroscience: Converging Perspectives on Social and Intellectual Development** Ballroom C, Omni Hotel
Donald J. Cohen, M.D., Director of Yale Child Study Center
Paul Lombroso, M.D., Associate Professor, Yale Child Study Center
- 12:30** Lunch on own

Afternoon

- 1:45** Bus to Mary S. Harkness Auditorium departs from Omni Hotel lobby
- 2:15** Everyone seated in auditorium
- 2:30** Welcome by John DeStefano, Mayor of New Haven and Mary S. Harkness Auditorium,
Richard C. Levin, President of Yale University Yale University
Introduction by Dr. James P. Comer
Address by First Lady Hillary Rodham Clinton
Adjournment and bus departure to Omni Hotel

Evening

- 6:30** Reception Grand Ballroom, Omni Hotel
- 7:00** Gala Anniversary Dinner (semi-formal)

Friday, May 1

Morning

- 8:00** Breakfast Grand Ballroom, Omni Hotel
- 9:00** **New Directions for Teacher and Administrator** Ballroom C, Omni Hotel
Preparation: Panel Discussion
Moderator: Jeffrey Kane, Ph.D., Dean of Education of Long Island University
Panel: Jerome Clark, Ed.D., Superintendent of Prince George's County Public Schools
Fred Hernandez, M.S., Principal of The Foxfire School, Yonkers, NY
Annette Vetre, M.S., Teacher at Sheridan Academy for Excellence, New Haven, CT
- 10:15** Break
- 10:30** **What's Ahead for the SDP?**
James P. Comer, M.D., Chairman of the School Development Program Ballroom B/C, Omni Hotel
- 11:30** Adjournment

"It Might Take More Than a Village"

If American society really wants better schools,
a child psychiatrist says, it should act accordingly.

Waiting for a Miracle
Why Schools Can't Solve Our
Problems--And How We Can.
By James P. Comer.
261 pp. New York:
Dutton. \$24.95.

By Jacques Steinberg

For three decades, James P. Comer has been a field general on the front lines of the battle to improve the nation's schools. The template for school reform that he has helped to develop at Yale--one in which parents, teachers, administrators and social workers come together to set priorities and to effect improvements--has been adopted at 650 schools in 28 states. But progress at such schools has often come slowly, if it has come at all, and Comer has reached a sobering conclusion: until society fundamentally alters its approach to education, particularly in its expectations for minority-group children and their families, schools will be able to make only limited gains.

In "Waiting for a Miracle: Why Schools Can't Solve Our Problems--and How We Can," Comer, a child psychiatrist who is the director of the Child Study Center at Yale, calls on the nation to devise a coordinated approach to support the education of minority-group youngsters by providing their families with better health care, economic opportunities and mechanisms to help stitch together a fabric of community. The paramount question, he writes, is whether Americans have the will to "make the necessary program and policy adjustments to prepare young people from all ethnic and class backgrounds to succeed."

A black man who grew up poor in East Chicago, Ind., and later graduated from Howard University Medical School, Comer devotes a large portion of his book to plumbing his own experience and seeking to understand how he was able to succeed on such a grand scale. He gives much credit to his father, Hugh Comer, a steelworker and janitor, and his mother, Maggie, a domestic worker who had only "a few days" of formal schooling. His parents, he says, worked hard to create a

home environment that emphasized education and getting ahead despite the obstacles society might erect in his path. (His parents even gave him the middle name Pierpont, so that the achievements of the financier J. Pierpont Morgan would never be far from his mind.)

Too often, Comer argues, society sends an entirely different message to black youngsters. Their failure to achieve, in school and in life, is attributed to a lack of intelligence or initiative. But while white students and their families can find strength and support in a culture that was transported largely intact from Europe, he observes, the support system for black families is in tatters, a lingering remnant from the days of slavery. "Without assigning blame or being judgmental," Comer writes, "we must acknowledge and address the full effects of past policies and practices and the magnitude of today's task." For inner-city schools to achieve on a high level, Comer argues, the nation must find a way to sustain them with an interlocking network of services that replicates "what my parents brought about for me."

Empowerment zones and other programs intended to spur development in inner-city neighborhoods are a good start, he says, but their focus is too often on "bricks and mortar." What he calls for is a national expansion of programs like one in Baltimore called Step-Up, which provides public housing residents with yearlong apprenticeships in the construction trades, health- and child-care referrals, substance abuse counseling, opportunities to earn high school equivalency degrees and job placement assistance. By getting on their feet, graduates of the program are in a better position to nurture the next generation to make even greater strides, he reasons.

The nation's leaders, he says, should also commit themselves to shoring up the schools themselves by focusing, at least initially, on teacher training. Graduate schools of education, he suggests, could develop a relationship with schools similar to that between medical schools and teaching hospitals, with teacher trainers making periodic rounds to observe and coach teachers in their classrooms.

If there is a weakness in Comer's analysis, it is that in praising the boost he received from his family he minimizes how difficult it can be for the outside world to play a similar role. In seeking to emphasize society's responsibilities, he sometimes glosses over the responsibilities of the individual. Nonetheless, Comer's vast experience in the education reform movement demands that his plea for a sweeping change in mind-set be given serious consideration, especially by those who are only too ready to embrace the quick fixes so often billed as a solution to all of education's problems.

Jacques Steinberg is an education reporter for The New York Times.

JAMES P. COMER, M.D.

James P. Comer, M.D., the Maurice Falk Professor of Child Psychiatry at the Yale University School of Medicine's Child Study Center, has been a Yale medical faculty member since 1968. During these years, he has concentrated on promoting a focus on child development as a way of improving schools. His efforts in support of healthy development of young people are known internationally.

Dr. Comer is perhaps best known for founding the Comer School Development Program, in 1968, which promotes the collaboration of parents, educators, and the community to improve social, emotional, and academic outcomes for children in school. His concept of teamwork is improving the educational environment in more than 700 schools throughout America.

A prolific writer, Dr. Comer has authored six books, including *Beyond Black and White*, 1972; *School Power-- Implications of an Intervention Project*, 1980; the autobiographical *Maggie's American Dream: the Life and Times of a Black Family*, 1988; *Rallying the Whole Village*, 1996; and the newly published, *Waiting for a Miracle—Why Schools Can't Solve Our Problems—And How We Can*, 1997. Since 1978, he has written more than 150 articles for *Parents* magazine and more than 300 syndicated articles on children's health and development.

In between his Yale medical teaching activities and writing, Dr. Comer has served as a consultant to the Children's Television Workshop, which produces *Sesame Street* and *Electric Company*. He was a consultant to the Public Committee on Mental Health that Rosalyn Carter chaired and the Pre-Education Summit meeting held in 1989, with President George Bush and Secretary of Education Lauro F. Cavazos. Since 1994, Dr. Comer has served as a member of the National Commission on Teaching and America's Future. In addition, he has been associated with the National Launch Committee for Americorps and the National Campaign to Reduce Youth Violence.

For his work and his scholarship, Dr. Comer has been awarded 37 honorary degrees and has been recognized by many organizations. In 1996 he won both the prestigious Heinz Award for the Human Condition for his profound influence on disadvantaged children, and the Healthtrac Foundation Prize. His other honors include the Charles A. Dana Award for Pioneering Achievement in Education, 1991; James Bryant Conant Award, presented by the Education Commission of the States, 1991; Harold W. McGraw, Jr. Prize in Education given by McGraw-Hill, Inc., 1990; Special Presidential Commendation from the American Psychiatric Association, 1990; the Rockefeller Public Service Award, 1980; and the John and Mary Markel Foundation Scholar Award in Academic Medicine, a five-year honor which ended in 1979.

A native of East Chicago, Indiana, Dr. Comer received an A.B. degree in 1956 from Indiana University, an M.D. degree in 1960 from Howard University College of Medicine, and an M.P.H. in 1964 from the University of Michigan School of Public Health. Between 1964 and 1967, he trained in psychiatry at the Yale University School of Medicine and its Child Study Center. He also completed one year of residency training at the Hillcrest Children's Center in Washington, D.C.

LEVIN BIO

On October 2, 1993, Richard C. Levin, Frederick William Beinecke Professor of Economics at Yale, was inaugurated as the twenty-second president of Yale University. The selection of Mr. Levin reflected deeply rooted leadership traditions at Yale. Since the mid 1700's, every Yale president but one has possessed a Yale degree and in almost every case deep knowledge of the institution developed during a long career of scholarship and service.

Mr. Levin was born in San Francisco, California in 1947. He graduated from Lowell High School in San Francisco, received his bachelor's degree in history from Stanford University in 1968, and studied politics and philosophy at Oxford University, where he earned a B. Litt. degree. In 1974 he received his Ph.D. from Yale and that same year he was named to the Yale Faculty.

A specialist in the economics of technological change, Mr. Levin is professionally known for his analyses of change with national and international industrial sectors. He has written extensively on such diverse subjects as the patent system, industrial research and development, and the effects of antitrust and public regulation on private industry. In the mid 1980's he directed a major effort to gather evidence on the incentives for 130 manufacturing industries' investments in research and development. Throughout the 70's and 80's, his series of papers on the Interstate Commerce Commission had significant influence on the course of railroad deregulation, especially on the standards for evaluating the economic impact of railroad mergers.

Before becoming president, Mr. Levin devoted himself for two decades to teaching, research, and administration. His teaching included courses on microeconomics, industrial organization, antitrust, the oil industry, the competitiveness of U.S. manufacturing industries, and the history of economic thought. He served on dozens of major committees, supervised an unusually large number of doctoral dissertations, and rose in the administrative ranks to become, first, director of graduate studies in economics, next the chairman of the economics department, and finally the dean of the graduate school.

Mr. Levin is a longtime New Haven resident. He and his wife Jane and their four children have been active and involved in community life, and Mr. Levin served for many years as a member of a school board and as a Youth League baseball coach. Since becoming president of Yale, Mr. Levin has made an effort to use his knowledge and concern for the City to build bridges between Yale and New Haven. In partnership with the City he has supported new initiatives in the areas of economic development, education and human services, and neighborhood revitalization. Downtown renovation, the Family Campus Initiative, the President's Public Service Fellowships, the University's Homebuyer Program, and the Neighborhood Partnership Network are examples of initiatives taken in the first few years of his presidency. He has also initiated a campus renovation program of unprecedented scale and scope, while working to retain the strength of Yale's exceptional undergraduate college and 11 distinguished graduate schools.

OFFICE OF THE MAYOR

CITY OF NEW HAVEN • CONNECTICUT 06510



JOHN DESTEFANO, JR.
MAYOR



The vision of New Haven's
children is our city's greatest
resource®

MAYOR JOHN DESTEFANO, JR. New Haven, Connecticut

John DeStefano Jr. is serving his third term as Mayor of the City of New Haven, Connecticut. He was re-elected to office in November 1997 with 78 percent of the vote.

First elected in 1993, Mayor DeStefano has strengthened basic public services in city neighborhoods as a necessary part of creating a healthy community. He is one of Connecticut's most visible and effective Mayors. During his tenure he has cut taxes, vigorously attacked urban blight, and worked to restore the beauty of city parks, playgrounds and open spaces.

Mayor DeStefano has improved the ability of government to better serve residents and solve problems by working with resident teams at the neighborhood level. That neighborhood-based approach has won the city national acclaim for its community policing program, its anti-truancy initiative, its reorganized housing program - the Livable City Initiative - and its Enterprise Community driven neighborhood economic development initiatives.

Mayor DeStefano also has improved accessibility to New Haven City Hall. Through monthly Mayor's Night In and Mayor's Night Out sessions, a weekly radio show hosted by the Mayor, an innovative website at www.cityofnewhaven.com and frequent business tours, Mayor DeStefano ensures government is responsive and accessible to its citizenry. Taken together, the City's grassroots successes won New Haven designation as an All-America City finalist in 1997 and 1998.

Among DeStefano's key goals are:

- Building livable neighborhoods that are healthy and provide a positive environment for families;
- Development of a nationally recognized community-based policing program;
- Providing premium learning environments through school construction projects that bolster excellence in our public schools;
- Reconnect New Haven's historic waterfront to the downtown through a series of well-defined projects and public improvements;
- Creating a visibly clean city with well-maintained, vibrant parks and public spaces.

DeStefano is the first Mayor in the City's history to serve on the board of directors of the National League of Cities, where as past chairman of the Human Development Steering Committee he guided a national dialogue on welfare reform. DeStefano is also president of the Connecticut Conference of Municipalities, where he is a leader statewide in lobbying for property tax reform. DeStefano has also chaired the addiction and mental health services subcommittee of the U.S. Conference of Mayors.

ABOUT THE MAYOR

Mayor DeStefano was born in New Haven and is a lifelong city resident. He earned both his bachelor's degree and a master's degree in public affairs at the University of Connecticut. He brings 10 years of experience in city government to his work as Mayor, having served in financial and administrative positions for the City of New Haven prior to being elected the City's 49th Mayor in 1993.

Mayor DeStefano and his wife Kathy have two sons who are enrolled in the New Haven public schools.

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A Brief History and Summary of The School Development Program

**James P. Comer, M.D.
Director, School Development Program
Yale Child Study Center**

The School Development Program (SDP) model was established in 1968 in two elementary schools as a collaborative effort between the Yale University Child Study Center and the New Haven Public Schools. The two schools involved were the lowest achieving in the city, had poor attendance, and had serious relationship problems among students, staff, and parents. Staff morale was low. Parents were angry and distrustful of the schools. Hopelessness and despair were pervasive.

Our Yale Child Study Center staff—a social worker, a psychologist, a special education teacher, and a child psychiatrist—provided the traditional support services from these disciplines. But we focused more on trying to understand the underlying problems and how to correct them, and on preventing their manifestations wherever possible, than on treating individual children or finding deficiencies among staff and parents. We eventually identified underlying problems on both sides—family stress and student underdevelopment in areas necessary for school success—as well as organizational, management, and child development knowledge and skills needs on the part of school staff.

Because of pre-schooling experiences in families under stress, a disproportionate number of low-income children presented themselves to the schools in ways that were labeled as “bad,” “under-motivated,” and “of low academic potential.” The behaviors, in fact, reflected underdevelopment, or else development that was appropriate on the playground, at home, or in other places outside of school, but inappropriate in school.

The school staff lacked training in child development and behavior, and understood school achievement solely as a function of genetically determined intellectual ability and individual

motivation. Because of this, the schools were ill-prepared to modify behavior or close the developmental gaps of their students. The staffs usually responded with punishment and low expectations. Such responses were understandable given the circumstances, but they usually led to more difficult staff-student interactions and, in turn, to difficult staff-parent and community interactions, staff frustration, and a lower level of performance by students, parents, and staff.

To understand how such misalignments occur, and how to overcome them in order to promote educational development, we began with the fact that a child develops a strong emotional bond to his or her parents or competent caretakers. When children become bonded to the significant adults in their lives, they identify with them, imitate their behavior, and internalize their attitudes, values, and ways. Adequate development in social, psychological, physical, ethical, language, and cognitive areas is critical for future academic learning. A child whose development meshes with the mainstream values encountered at school will be prepared to achieve at the level of his or her ability, fostering further development. A bond develops between the child and the teacher who now joins in supporting the overall development of the child.

By contrast, a child from a poor or marginal family is likely to enter school without adequate preparation. The child may arrive without ever having learned such social skills as negotiation and compromise. A child who is expected to learn to read at school may come from a home where he or she was never read a bedtime story or even observed an adult reading. It is because such circumstances are at variance with mainstream expectations that these children are often misjudged to be of low academic potential, or considered to have behavior problems.

Parents take such problems as a personal failure or as evidence of animosity from the mainstream. They lose hope and become less supportive of the school. Some parents, who are ashamed of their speech, dress, or failure to hold jobs, may become defensive and hostile, avoiding contact with the school staff. The result is a high degree of distrust between home and

school. This degree of alienation makes it difficult to nurture the necessary bond between child and teacher that will support development and learning.

We found that even when educators wanted to change their approach, there wasn't a mechanism that allowed parents, teachers, and administrators to understand the children's needs, or to collaborate with and help each other address those needs in an integrated, coordinated way. This led to fault-finding, fragmentation, duplication of effort, and frustration. There was no sense of ownership or pride in the school. There were frequent and severe behavior problems and a sense of powerlessness on the part of all involved. The kind of synergism that develops when people work together to address problems and opportunities could not exist. One thing was clear: There was a need for an organizational and management system based on knowledge of child development and relationship issues. It was also clear that a comprehensive approach would be best, rather than one that addressed particular areas of need.

During the early years of our program, a number of realities about the American educational system became apparent to us. Many of these realities are still present in American public schools today. The organization and management of the vast majority of American schools is deeply entrenched in the attitudes, values, and ways of a bygone society, and are maintained by traditional training and practice. Since most individuals and systems generally resist change, efforts toward improvement, such as providing new research findings, in-service education, or mandates from administrators or other "outsiders," rarely bring about significant or sustained change.

In order to promote change, mechanisms must be created that allow parents and staff to gain knowledge of systems, of child development, and of individual behavior, and then apply that knowledge to every aspect of a school program in a way and at a rate that is understandable and non-threatening. When faithfully adhered to from the start, these mechanisms help the people involved to achieve small, early successes that are critical to reinforcing confidence in the new

program. The first small successes are very significant for all involved. Each successful activity encourages the staff to repeat the new approach until it successfully replaces the old.

The School Development Program model took shape in response to the conditions we found. Working collaboratively with parents and staff, we gradually developed our present nine-component process model of three teams, three operations, and three guiding principles. The three teams are:

- 1) The School Planning and Management Team (SPMT)
- 2) The Student and Staff Support Team (SSST)
- 3) The Parent Team.

The SPMT carries out three critical operations:

- 1) the development of a comprehensive school plan with specific goals in the social climate and academic areas
- 2) staff development activities based on building-level goals in these areas
- 3) periodic assessment which allows the staff to modify the program to meet identified needs and opportunities

Successful implementation of the model requires the acceptance of three important guiding principles:

- 1) While the principal usually provides leadership to the SPMT, the team must not paralyze the leader. On the other hand, the principal should not use the team as a "rubber stamp." Collaboration occurs when everyone on the team has a voice and everyone else listens to and respects that voice.
- 2) Decisions are made by consensus. Every stakeholder has input, and "winner-loser" feelings are avoided. Team members must transcend their own viewpoints so that they can not only live with the decisions that the team makes, but also support them.
- 3) A no-fault problem-solving approach is used by all of the working teams within the school. Accountability is accepted by the team, but time and energy are not wasted in acts of blaming. By blaming, the team avoids self-reflection and the ability of the team to work collaboratively is undermined.

individual student concerns. Rather than being reactive, the SSST works preventively and prescriptively, and consults with teachers and the SPMT on child development and behavior. Members of this team may facilitate interactions between parents and school staff, consult with teachers, provide workshops for staff, or make recommendations for building level policy changes designed to prevent problems.

Parents participate in three major ways—by selecting representatives to serve on the SPMT, as a **Parent Team** working with the staff to plan and support social and academic activities, and as participants in various school events. Parents, along with staff, sponsor projects designed to create a good social climate in the school, and work as assistants in the classrooms, the cafeteria, the library, as well as performing other significant functions within the school. To facilitate parental involvement, a teacher or some other staff person serves as a liaison.

Participation both in the day-to-day program in the classroom as well as in school governance builds parents' confidence and competence as contributors to and decision makers in the school community. The enhancement of parents' social and academic skills has motivated many to return to school and complete their own high school, and in some cases, college educations, thus, improving their employment opportunities.

The change in the organization, management, and process of schools described above requires the approval and full support of the superintendent of schools and the school board. All nine components of the School Development Program require approval and support of central office personnel. Schools also need to make efforts to develop facilitating relationships with community agencies, unions, and leadership groups both within the school system and in the larger community.

The School Development Program recognizes that attention to child development and relationships is the foundation for a successful school. Child and adolescent development theory serves as a knowledge base from which schools can make decisions, set priorities, and address the teaching and learning needs of students. The six developmental pathways—physical, cognitive, language, psychological, social, and ethical—provide a framework for

examining and incorporating child and adolescent development knowledge into classroom and school practices. Building positive relationships among all of the adults involved in the educational process develops a seamless web of support for the students in the school. This also allows for the adults to have common goals and expectations for the students.

The SDP model is now being used in over 600 schools in eighteen states and the District Columbia, including 66 middle schools and 24 high schools. Numerous schools using the SDP model report statistically significant gains in the targeted academic and social areas—language arts, reading, mathematics, attendance, and school behavior—compared to similar schools not using the model. Several SDP schools have made spectacular academic gains and have received national attention.

In the mid-1980s, a major thrust of the SDP was the training of school personnel from various school districts to implement the program in their own schools. These change agents or facilitators were selected and trained to implement the SDP, under the direction of their local school superintendent, with minimal direct support from the Yale Child Study Center. In addition, small groups of parents, teachers, administrators, and district office staff participated in orientation workshops. The training and orientation enabled the facilitators and the groups to work together to implement the process in their home districts.

In 1990, we began developing partnerships with university schools of education, state departments of education, and other institutions. These partnerships support the efforts of local and neighboring school districts independent of the Yale Child Study Center. Three of the schools of education involved in partnerships have modified their pre-service teacher preparation programs based on the principles and practices of the School Development Program.

When administrative turnover or other change events occur, our experience shows that schools using the SDP model must be supported or they can decline, or at best, persist with difficulty. To prevent this, full district level adoption of the School Development Program

principles and practices, with continuity of support, must take place. For this reason, we began several systemwide change projects in 1994.

We had long recognized the need to address family support, child rearing, and education issues at an earlier age. In 1993, we joined forces with Dr. Edward Zigler—former director of the federal Office of Child Development, currently the Sterling Professor of Psychology at Yale, director of the Yale Bush Center, and founder of “Schools of the Twenty-First Century”—and established the COZI (Comer-Zigler) project. In this project, family and community services are mobilized to prepare children for school. Child development principles and practices are involved in the organization and management of the before-school and in-school programs.

We have extended our work to the high school level and are addressing curriculum, instruction, assessment, and technology utilization issues through our involvement in a New American Schools Development Corporation sponsored project entitled ATLAS Communities. This is a cooperative effort that fuses the principles and practices involved in TedSizer's Coalition of Essential Schools project at Brown University, Howard Gardner's Project Zero at Harvard University, and Janet Whitla's teacher preparation and technology utilization work at the Education Development Center in Newton, Massachusetts. The design of this model began in 1992 and the implementation is taking place along school feeder pathways in elementary through high schools.

In collaboration with EVT Productions Inc., we have developed a series of “how-to” videotapes, *For Children's Sake*, and an accompanying manual which complements our work in school districts where we are directly involved, and will enable some school districts to implement the model without our presence.

Many school improvement initiatives have emerged in recent years, but they differ from our approach in at least three significant ways. First, most give specific attention to one major group within a school setting—either the students, the teachers, or the parents; or to one program area, such as curriculum, social skills, or artistic expression. We use a comprehensive

approach in which all groups work in a collaborative fashion, coordinating resources and programs to establish and achieve school objectives and goals.

Second, most programs are not driven by child development and relationship concepts at all—or else they utilize such concepts only with regard to the students. By contrast, all aspects of our work are driven by relationship and child development imperatives, focusing most on institutional arrangements that hinder adequate functioning of all members of the school community.

Third, many programs focus exclusively on academic achievement. We attempt to create a school climate that permits parents and staff to support the overall development of all students in a way that makes academic achievement and desirable social behavior both possible and expected. We believe that such an approach has a much greater potential for improving students' chances of achieving in school, decreasing their likelihood of demonstrating problem behaviors, and increasing their chances for life success.

Recently, the School Development Program has developed a new unit—**Learning, Teaching, and Development**—to help schools make deliberate connections between the collaborative decision-making processes led by adults and the classroom processes experienced by children. The unit's mission is to help schools see teaching and learning as synonymous with child development by fostering the deep cultural changes needed to reframe the way education is conceived of and delivered to children. A goal of this unit is to help schools and districts use knowledge of child development as a fulcrum to balance the urgencies of externally driven mandates with the realities of the local context.

The objective of the Learning, Teaching and Development unit is not to offer schools a set of prescriptions or a series of programs, but rather to engage schools in processes for building child-centered environments in which everyone learns, everyone teaches, and everyone develops. As the School Development Program launches its new agenda, five key interventions will be the core of the new unit's work:

Child centered planning infuses child development and relationship goals into a cyclical planning process that calls attention to the need for continuous reflection, analysis, and renewal of the change process.

Curriculum alignment emphasizes the collaborative development of a balanced and aligned curriculum within and across grade levels. This process puts child development at the center of curriculum, instruction, and assessment planning while building professional relationships among teachers and supporting staff.

Literacy skills development uses the six pathways as a vehicle to enhance children's ability to read, write, and comprehend age-appropriate material.

School readiness links elementary educators with early childhood educators, service providers, and families to provide a continuum of care for children so that transitions from home to preschool to elementary school are seamless.

Knowledge of child development and application strategies must become the cornerstone of teacher education programs to insure that teachers entering the profession see their role as child developers, not simply providers of content knowledge.

The School Development Program is not a "quick fix," nor is it an "add on." It is not just another new activity to be carried out along with experiments and activities already underway in a school. It is a nine-component process model—three teams, three operations, three guiding principles—that takes significant time, commitment, and energy to implement. It is a different way of conceptualizing and working in schools and completely replaces traditional organization and management. All of the activities in a school are managed through the School Development Program process. And most importantly, the School Development Program produces desirable outcomes only after a cooperative and collaborative spirit exists throughout a school.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 23, 1998

STATEMENT BY THE PRESIDENT

I am disappointed that Republicans in the United States Senate have passed up a major opportunity to improve public education in this country.

Instead of investing in modern schools for the 21st Century, the Senate chose to provide tax incentives skewed to high-income taxpayers. Instead of helping make classes smaller and improving student learning, the Senate chose to eliminate accountability by prohibiting voluntary national tests. Instead of giving kids new learning opportunities after school to keep them out of trouble, the Senate chose to undermine the critical Safe and Drug-Free Schools initiative. Instead of working to strengthen public education, the Coverdell bill returns us to the days when Republicans waged a campaign to eliminate the Department of Education.

As I have said before, if this bill reaches my desk, I will veto it, because it weakens our commitment to making America's schools the best they can be in the 21st century.



For release: April 23, 1998

Contact: Julie Green (202) 401-3026

**STATEMENT BY U.S. SECRETARY OF EDUCATION RICHARD W. RILEY
On U.S. Senate Passage of H.R. 2646,
the Education Savings Act for Public and Private Schools**

The U. S. Senate had an historic opportunity this week to move education forward in a number of critically important areas. Unfortunately, it squandered that chance and instead gave us a bill that moves education backwards.

The bill includes a Coverdell IRA proposal that gives America's families and students scraps from the table. The Coverdell IRA offers the families of public school children a paltry \$7 in tax benefits in the year 2002. Does anybody really believe that this is a serious effort to improve education in America? Let's get real. This bill sells America's future short, and it is unacceptable to the President and to me.

The bill block grants U. S. Department of Education programs, threatening targeted, accountable efforts to boost achievement of students who need extra help in the basics, to increase parent involvement, to improve teacher training, and put useful technology into classrooms. The bill also undermines state and community efforts to raise education standards by derailing last year's compromise to develop voluntary national tests that would inform parents and teachers about what students should be expected to master in reading at grade 4 and math at grade 8.

The Senate debate this week has been interesting and hopefully the message from it shows the American people that there are ways to improve education by reducing class size, hiring more good teachers, modernizing schools, expanding after-school programs, and using technology effectively. The President has offered proposals in all these areas, and I am proud of those who led the debate on these meaningful efforts.

Unfortunately, nothing meaningful happened. The week has been lost, but the President and I will continue to work with members of both parties to make real improvements in education.

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EXCERPTS ON EDUCATION DEBATE

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 21, 1998

REMARKS BY THE PRESIDENT ON THE 1998 LEGISLATIVE AGENDA

The Rose Garden

...Today is an extremely important day for the future of public education in America. Soon the United States Senate will be faced with a clear choice -- whether to modernize 5,000 schools and strengthen educational opportunity for all children, or offer families about a \$7 tax rebate that would barely cover the cost of schools supplies and, in the process, would weaken our national commitment to education.

Above all, the Information Age is an education age. And the most important thing we can do to strengthen our country for the 21st century is to give our people the best education system in the world. In our balanced budget, I propose a plan that would help us to do that. It would help all Americans -- teachers, parents, students, principals -- bring a revolution of standards, accountability, and choice to our schools.

I am committed to seeing that our students master the basics with national standards and an exam to measure those in 4th grade reading and 8th grade math; to reduce class sizes in the early grades to an average of 18; to encouraging public school choice, charter schools, and to ending social promotion. Making sure that every child in America has an opportunity to learn in a modern, safe state of the arts school is also a centerpiece of our plan.

The need is great. With the number of school-age children at a record high and growing, schools across the country already are at or beyond capacity. One-third of our schools need to

be modernized. Nearly half don't have the wiring to support basic computer equipment. The federal government helps to build roads and bridges and other infrastructure projects because they are in the national interest. But none of that will matter if we do not see that our national interest in an adequate education infrastructure is also preserved.

Today, Senator Carol Moseley Braun will offer an amendment that will help communities raise the funds to modernize 5,000 schools. If we want our children to be prepared for the 21st century, they ought to have 21st century schools. I urge Congress to adopt the amendment right away.

Today, the Senate will also vote the wrong way -- an ill-advised tax incentive for elementary and secondary expenses. The proposal is bad education policy and bad tax policy. It won't do anything to strengthen our schools, and, in fact, would weaken public education by siphoning limited federal resources away from public schools. The \$1.6 billion proposal would do very little for average families, offering an average of \$7 in tax relief for parents of the 90 percent of our children who are in public schools, and \$37 for the parents with children in private schools. It would disproportionately benefit highest-income taxpayers -- families who are struggling to make ends meet would never see a penny of it. It would short-change our children.

The right way to fix the schools is to fix them, not walk away from them. We have 600 days left before the turn of the century. We have to prepare our children for it. We should begin with protecting their health and giving them the best schools in the world.

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Q Mr. President, regarding the education bill, sir, you seem to be unwavering over the vouchers issue. The Republicans have indicated they're going to be unwavering on the vouchers issue. Isn't the reality that there probably isn't going to be an education bill this year, over this issue perhaps?

THE PRESIDENT: Well, I hope not. This may be just the opening foray. But I think a lot of them are genuinely opposed to the concept embodied in Senator Carol Moseley Braun's bill. That is,

they believe it's okay for Congress to invest money in highly specific local transportation projects, but not to give even the most general kind of support for our education infrastructure.

Now, during all the time I've been President, when we had those tough budget years, I always tried to provide enough room for there to be some increase in infrastructure for transportation. But I believe the infrastructure of the '90s will be the superhighway that carries information, and I believe the people that can travel it will be those that have a good education, not the finest vehicle. And so, to me, when we've got cities with the average school building being 65 years old, when we've got small communities like the one I visited in Florida with 17 trailers out back of the main school building where the kids are going to school -- this is a national infrastructure issue. And I think it's important.

Now, on this education IRA, I think the real thing you have to ask yourself about that is this -- does it make sense, when the federal government only spends about -- provides about 6 percent of the total education budget of the country, and when everybody recognizes we need more general investment -- does it make sense to take \$1.6 billion and put it into a program that will give the average public school parent 7 bucks? Let's assume the Republicans who favor more private school education are right -- give the average public school parent 7 bucks to pay tuition to a private school? And for those that already have their kids in private school, if they're middle class families, give them an average of \$37 a year?

I think the \$1.6 billion would be far better spent funding charter schools, funding school standards programs, funding the master teacher program, and helping to fund this school construction program. That's what I believe. I don't think it's even close. If they believe these programs are so great, then they ought to be out there in every city and every state in the country making this case, instead of using the limited federal money we have which ought to be spent to benefit the largest number of people in the most impactful way.

Q Would you veto an education bill if it included both the Coverdell accounts and the school construction money you want?

THE PRESIDENT: Yes, yes.