

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. bio	re; Jean Tate [partial] (1 page)	n.d.	b(6)
002. bio	re: Lenora Steinkamp [partial] (1 page)	09/07/1998	b(6)
003. schedule	Schedule for Hillary Rodham Clinton [partial] (1 page)	09/17/1998	b(6)
004. schedule	Schedule for Hillary Rodham Clinton [partial] (3 pages)	09/24/1998	b(7)(E), b(6)
005. bio	re: Robin Taggart [partial] (1 page)	n.d.	b(6)
006. bio	re: JoAnn Thwaites [partial] (1 page)	n.d.	b(6)
007. schedule	Schedule for Hillary Rodham Clinton [partial] (2 pages)	10/08/1998	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
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FOLDER TITLE:

Education #6 [Binder] [2]

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RESTRICTION CODES

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

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

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

**9/8/98: SCHOOL MODERNIZ-
TION & ANNOUNCEMENT OF NEW
GRANTS TO SUPPORT D.C.
REFORM SCHOOL**

Divider Title: _____

September 7, 1998

PROMOTING SCHOOL MODERNIZATION AND ANNOUNCING NEW GRANTS TO SUPPORT D.C. SCHOOL REFORM

DATE:	September 8, 1998
TIME:	11:00 a.m.
LOCATION:	John Eaton Elementary School 3301 Lowell Street, Northwest, D.C.
FROM:	Neera Tanden

I. PURPOSE

To 1) celebrate "National School Modernization Day," and promote the President's school modernization initiative in a D.C. public school, and 2) announce two grants that will support the ongoing reform efforts in the D.C. schools by placing reading specialists in every school and school-to-work counselors in every high school.

II. BACKGROUND

Overview:

You will travel to John Eaton Elementary School in Northwest D.C., to highlight both school modernization and the Administration's support for school reform in the District through the announcement of two grants. You will demonstrate the importance of school modernization and repairs by visiting a D.C. school with a success story -- Eaton made its necessary repairs during the summer in order to ensure a successful start of the school year. Eaton is also an example of a thriving public school, which provides you with an opportunity to congratulate D.C.'s schools for their first successful start of the school year in four years, and for the progress of their reforms. You will then announce two grants by the Administration which will help support those reforms. The first grant is a \$10 million award from the Department of Education to support the schools in reaching the tougher standards that Superintendent Ackerman has required students to meet; the bulk of the money -- \$6.8 million -- will go to place a reading specialists in every school in the District. The second grant of \$1.8 million, by the Departments of Labor and Education, will support the District's efforts to prepare students for the jobs of the 21st Century by supporting school-to-work counselors in all of its high schools.

Upon arrival, you will tour a computer laboratory and then proceed to a speaking program that will consist of Jean Tate, the Principal of Eaton; Representative Eleanor Holmes Norton, Senator James Jeffords; Superintendent Arlene Ackerman; and Lenora Steinkamp, a kindergarten teacher at Eaton.

We are visiting John Eaton Elementary School at the strong recommendation of Superintendent Ackerman as well as the Army Corps of Engineers. Superintendent Ackerman urged that you visit a more successful school and expressed concern that any school with more problems was particularly concerned that we not emphasize the problems, especially at this time when students are just returning back to school.

National School Modernization Day

Your event takes place on the same day that the President, the Vice President, and Members of the Cabinet and other Administration officials are fanning out throughout the country to celebrate "School Modernization Day." In fact, there will be over 80 school modernization events taking place nationwide, with Members of Congress in taking part in 50 of them. In these events, community members will discuss the importance of school modernization efforts and their own strategies for school construction and renovation, achieving smaller class sizes with well-qualified teachers, and taking advantage of new technologies.

New Report Highlighting Need to Address Problem

On National School Modernization Day, the Department of Education will issue its annual report titled "A Back to School Special Report on the Baby Boom Echo," that details record numbers of children attending schools nationwide for the third consecutive year. According to the report, total public and private school enrollment this fall will be a record 52.7 million, surpassing last fall's all time high by 500,000. New enrollment records will continue to be set for at least the next eight years -- and by 2008, 54.3 million young people are expected to be attending elementary and secondary school. In addition, this year marks another all-time high being reached as total college enrollment will rise to a record 14.6 million, up from 14.3 million in 1997, an increase of some 240,000 students.

D.C.'s Infrastructure Problem

While repairs have been made on more than 60 schools including new roofs, replaced boilers and renovations, the District's 146 public schools are in poor condition overall. The average school in the District is over 53 years old. Many of the District's school have leaking roofs, broken and barred windows and doors, peeling and chipped lead paint, asbestos that should be removed, poor lighting, inoperable bathroom fixtures and water, and fountains, broken and inadequate heating and cooling systems, which, according to the D.C. Public School System's Long Range Facilities Master Plan, "presents a picture of chaos to students which is likely to affect their behavior while in school and out." The Plan goes on to report that "The stress of poor environmental conditions on children, teachers and administrators leads to apathy in the learning and teaching process and high student dropout rates." According to a 1996 GSA evaluation of DCPS infrastructure problems indicated that slightly over \$2 billion is needed to restore all DCPS facilities and property to a state of good repair. At the present time, some Members of Congress have formed the D.C. Schools Capital Infrastructure Repair Work Group, the goal of which is to devise a capital repair program for the DC public schools. Members of the Work Group are: Senator Jim Jeffords, Senator Joe Lieberman,

Senator Connie Mack, Representative Jim Moran, Representative Eleanor Holmes Norton, Representative Tom Davis, and Jack Lew. [See attached sheet on D.C. facilities.]

D.C.'s School Reform Efforts and Successful Start of the School Year

For the first time in four years, all 146 schools in the D.C. public school system opened on time. This successful start of the school year is another example of the effectiveness of new leadership that is working to implement school reforms. The school reform efforts include:

- The creation of new academic content and performance standards in English/language arts, science, history, art music, health and world languages, which describe what students should know and when they should know it by.
- Ending social promotion by imposing stricter standards for grade promotion based upon the recommendation of teachers and principals and scores on the Stanford-9 Achievement Test.
- Providing after-school programs, classes on Saturday and summer school to allow children those students not meeting the new standards to catch up.
- Developing school report cards to give students more information on how the school performance in areas such as student achievement, school dropout rates, staff, parent and student satisfaction.
- Setting up new accountability measures, under which principals are appointed for one year and are evaluated on several factors, including student achievement.
- New requirements that elementary schools learn literacy skills for at least 90 minutes a day and math for at least 60 minutes.
- Professional development for teachers as a mandatory requirement in 1998.

The new reforms are already showing results -- achievement test scores are up for the first time in years.

D.C. School Reform Grant for Reading Specialists

You will announce a \$10 million grant this year for the District of Columbia Public School system to help advance the District's ongoing school reform efforts. Of this grant, almost \$7 million will fund a reading specialists in every public school to ensure that children can meet the new higher standards for reading. The Administration will fund another \$10 million for math specialists next year, contingent upon funding from Congress. In addition, this grant will support efforts to improve instruction and teacher training, assist teachers in developing curriculum, and involve parents in the education of their children. The grant is intended to help the District's public school system implement system-wide and school-based academic and management reforms. It builds on the \$5 million grant you announced earlier this year, which supplemented the District's summer school program that served those students who were at risk of not advancing to the next grade-level.

D.C. School-to-Work Grant

You will also announce a new grant of \$1.8 million from the Departments of Labor and

Education to implement the District's School-to-Career program. The program is part of the District's education reform efforts to better prepare its students for the jobs of the 21st century. In its first year, the program will focus on high school through the hiring of an on-site school-to-career coordinator who will work to connect students to employers throughout the district, through internships and mentoring programs. In the next year, the program will be extended to elementary and middle school students through career awareness and exploration. Partners of the program include the Metropolitan Washington Council, AFL-CIO, the Washington Teachers Union, Bell Atlantic, the World Bank, the University of the District of Columbia, the Washington Performing Arts Society, Clydes Restaurant Group, and the Government of the District of Columbia.

John Eaton Elementary School:

John Eaton Elementary School is located in Cleveland Park in upper Northwest D.C. and serves grades pre-kindergarten through grade six. John Eaton School was named for John Eaton, who was, among other things, an American Brigadier General (1865), superintendent of public instruction in Tennessee (1867-1869), a United States Commissioner of Education (1871-1886). The school was opened in 1911 in a small building that is now one of the wings of the school building. Eaton's roof repairs were finished just last month and a new boiler has been installed. Before the repairs, water often leaked into several classrooms when it rained, and one class had to be moved to the library because there was so much water damage.

The school has a multi-cultural and multi-lingual student population of over 400 students. Students attending Eaton reside in all quadrants of the city, though the majority reside within the defined Eaton School boundary. It is one of the most diverse schools in the district, with current enrollment roughly 30% white, 30% Latino, 30% African-American, and the rest Asian. Eaton has been recognized as a Model school by the Redbook Network of Successful Schools, and most recently as one of America's Best Schools by Redbook Magazine. In the 1996-1997 school year, 50% of Eaton's students scored in the proficient or advanced level for reading, whereas only 14% of the District's students' reached that level. And 53% of Eaton's students scored at the proficient or advanced level for math that year, whereas only 23% of the District's students reached that level. As a sign of the level of parental involvement, last year parents held fund-raisers in order to donate \$10,000 for new books in the library.

III. PARTICIPANTS

Meet and Greet

-Michael Waldman, his wife Liz Fine (who worked in Little Rock in 1992 for Diane Blair), and their son, Benjamin Waldman

-Bob Shireman (who works for the NEC on education policy), his wife Lucinda Sikes, and their son Kirby Sikes

- Ellen Hume, wife of John Shattuck, and their daughter Susannah Shattuck
- Page Reffe, his wife Susan Windle, and their son Dylan Reffe

Speaking Program Participants

- The First Lady
- Jean Tate, Principal, John Eaton Elementary School
- Representative Eleanor Holmes Norton
- Senator James Jeffords
- Arlene Ackerman, Superintendent, D.C. Public School System
- Lenora Steinkamp, Kindergarten teacher, John Eaton Elementary School

Audience

60 parents, teachers and community leaders.

IV. SEQUENCE OF EVENTS

- The First Lady will proceed to the hallway at John Eaton upon arrival, where she will take part in a meet and greet with the parents and children from the school;
- Then the First Lady, accompanied by Arlene Ackerman, Superintendent, D.C. Public School System; and Jean Tate, Principal, John Eaton Elementary School, tours a computer laboratory;
- The group proceeds to a speaking program in the library;
- Jean Tate, Principal, John Eaton Elementary School, makes welcoming remarks and introduces Representative Eleanor Holmes Norton;
- Representative Holmes Norton makes remarks and introduces Senator James Jeffords;
- Senator Jeffords makes remarks and introduces Arlene Ackerman, Superintendent, D.C. Public School System;
- Lenora Steinkamp, Kindergarten teacher at Eaton.
- Lenora Steinkamp makes remarks and introduces the First Lady.
- The First Lady makes remarks
- Upon conclusion, the First Lady proceeds to the Auditorium.
- Lenora Steinkamp, Kindergarten teacher, introduces the First Lady.
- The First Lady makes brief, informal remarks to the student body.
- Upon conclusion, the First Lady departs.

V. REMARKS

Provided by Christy Macy.

THE WHITE HOUSE
WASHINGTON

September 7, 1998

REMARKS ON NATIONAL SCHOOL MODERNIZATION DAY
AT PINE CREST ELEMENTARY SCHOOL IN SILVER SPRING, MARYLAND

DATE:	September 8, 1998
LOCATION:	All-Purpose Room Pine Crest Elementary School 202 Woodmoore Drive Silver Spring, MD
TIME:	1:00 pm to 3:15 pm
FROM:	Gene Sperling Minyon Moore

I. PURPOSE

To release new data on record school enrollment, and call attention to the need for school modernization: construction and renovation, smaller classes with well-qualified teachers, and education technology. Other events for "National School Modernization Day" have been organized in more than 80 sites across the country, and many of them will be downlinking the satellite transmission of your remarks at the school between 2:15 and 2:45 pm. VPOTUS, FLOTUS, several cabinet members, and roughly 50 Members of Congress are participating in the events nationally.

II. BACKGROUND

Since July, virtually every part of the White House has been working with the Education Department, education groups, and the Democratic leadership to organize back-to-school "modernization" events on September 8. More than 100 were being organized, and we have been able to confirm at least 80 events that will occur (see the attached map).

We have defined school modernization broadly to include (1) school construction and renovation, (2) smaller class sizes with well-qualified teachers, and (3) education technology. Each event determines its own participants, focus and activities. While they were provided with information about the Administration initiatives, the events were not organized for the purpose of lobbying Congress. However, you can exhort them to do so.

Pine Crest Elementary School is six years old and serves upwards of 400 students. It is very diverse, and nearly half are on free or reduced-price lunch. There are five portable buildings. Gov. Glendening's office is concerned that we not create the impression that he is failing to meet the need of the State's schools, and your remarks have been written with that concern in mind.

II. PARTICIPANTS

Event

POTUS

Secretary Riley

Principal Pamela Sobel

Teacher TBD (likely Carla McEachern)

Lt. Governor Kathleen Kennedy Townsend

Congressman Albert Wynn

IV. PRESS PLAN

Open Press

V. SEQUENCE OF EVENTS

- **The President** arrives Pine Crest Elementary School at 1:45 pm and is greeted by:
 - Pamela Sobel, Principal, Pine Crest Elementary School
 - Dr. Paul Vance, Superintendent, Montgomery County Schools
 - Ike Leggett, Chair, Montgomery County Council
- Off-stage announcement of **the President** at 1:55 pm, accompanied by Sec. Riley, Lt. Gov. Kennedy Townsend, Rep. Albert Wynn, Principal Pamela Sobel, and Teacher TBD (likely Carla McEachern)
- Principal Pamela Sobel makes welcoming remarks and introduces Lt. Gov. Kathleen Kennedy Townsend
- Lt. Gov. Townsend makes remarks and introduces Sec. Riley
- Sec. Riley speaks and introduces Rep. Al Wynn
- Rep. Al Wynn speaks and introduces teacher TBD (likely Carla McEachern)
- **At 2:15 (for satellite feed)**, teacher TBD (likely Carla McEachern) introduces the **President**.
- **The President** gives remarks, works a ropeline, and departs at 3:10

VI. REMARKS

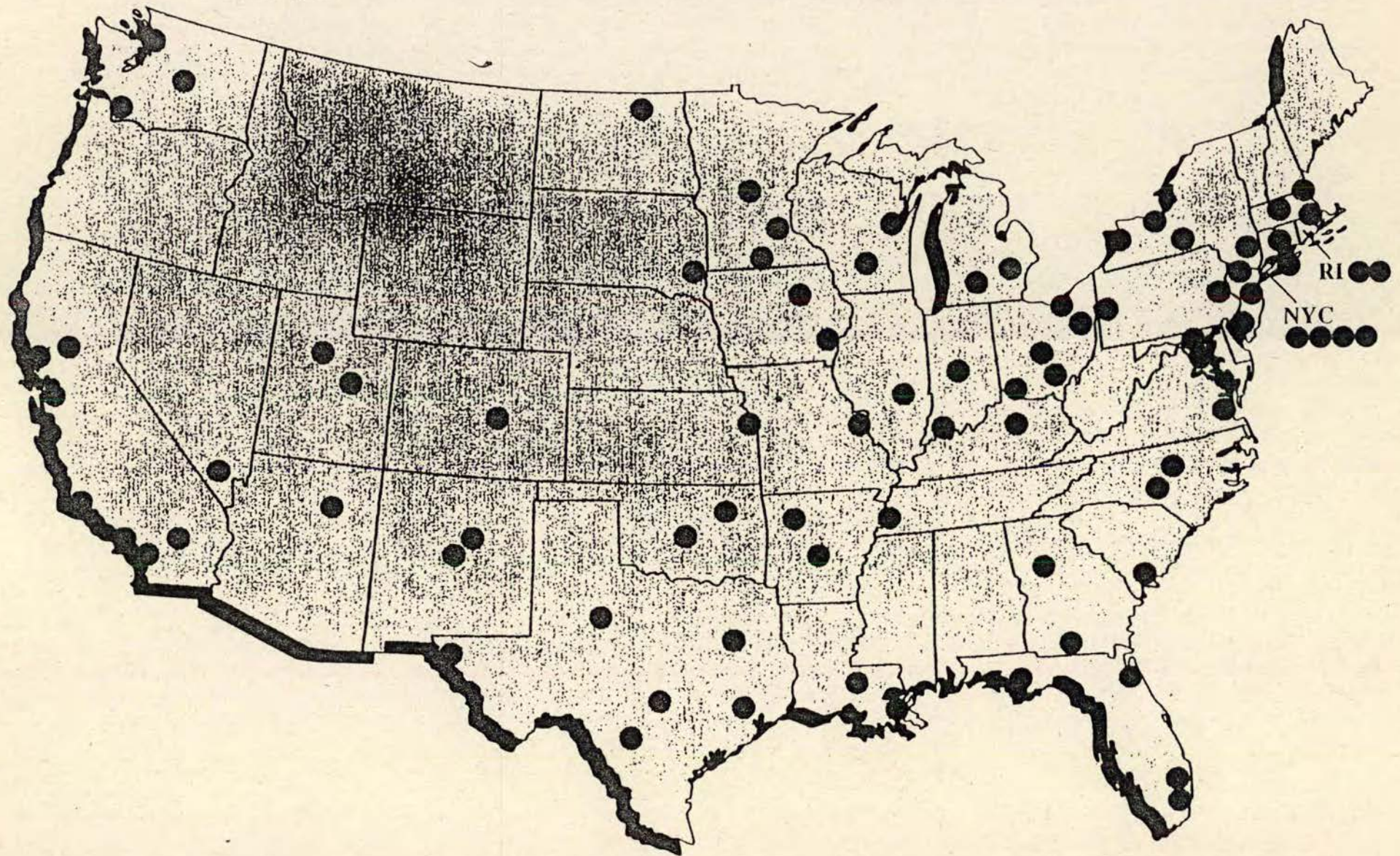
To be provided by speech writers.

VII. ATTACHMENTS

One-pager on the announcement and event

Color map of school modernization events taking place nationwide on Sept. 8

NATIONAL SCHOOL MODERNIZATION DAY ACTIVITIES SITES



PRESIDENT CLINTON ANNOUNCES NEW RECORD SCHOOL ENROLLMENT AND CALLS ON CONGRESS TO HELP IMPROVE, MODERNIZE SCHOOLS

"The ultimate national security of any country rests in the strength of its own citizens. And for us, that means we have got to prove that no matter how diverse we are, we can still offer a world-class education to every single American child." -President Clinton, August 31, 1998

"Baby Boom Echo" Yields 52.7 Million Schoolchildren this Fall. Joined by roughly 50 Members of Congress, and education, community and business leaders in more than 80 cities across the United States, President Clinton on Tuesday, September 8, will release a new Department of Education report -- the third annual Report on the Baby Boom Echo. The findings include:

- 52.7 million children attend public and private elementary and secondary schools in America today -- the highest school enrollment ever.
- 2.2 million teachers will need to be hired over the next ten years.
- A record 14.6 million students will attend college this year.

The report includes current and projected data on specific states, as well as data on recent growth in selected suburban communities across the country.

Communities Cite Needs, Successes on National School Modernization Day. According to a recent GAO Report, about 14 million students attend schools that need extensive repair or replacement of one or more buildings. Almost 60 percent of America's schools reported at least one major building feature in disrepair. In communities across the country, elected officials, parents, business leaders and others will gather to hear the President's remarks, and discuss their own communities' strategies for school construction and renovation, achieving smaller class sizes with well-qualified teachers, and taking advantage of new technologies. These local forums are part of National School Modernization Day on September 8.

President Clinton Calls for Immediate Action by Congress. The President will urge Congress to help America address these pressing needs by enacting -- in the next month before leaving Washington -- the education agenda that he first proposed in the State of the Union address, including:

- **BUILDING AND RENOVATING OVER 5,000 SCHOOLS.** The President has proposed School Modernization Tax Credits to help provide all students with safe, state-of-the-art school buildings. The proposal would use Federal tax credits to pay interest on nearly \$22 billion in bonds.
- **HIRING 100,000 TEACHERS TO REDUCE CLASS SIZE.** President Clinton is committed to helping local schools provide smaller classes with well-prepared teachers in the early grades. The initiative would provide \$12.4 billion over seven years to reduce class size in grades 1-3 to a nationwide average of 18 and help make sure that every child receives individual attention, gets a solid foundation for further learning, and learns to read independently and well by the end of third grade.
- **HARNESSING TECHNOLOGY FOR EDUCATION.** The Clinton Administration has made an unprecedented commitment to bring technology into the classroom and ensure that all children are technologically literate by the dawn of the 21st century. However, the House appropriations bill cuts the President's request for educational technology by \$180 million, while the Senate cuts it by \$98 million. They eliminate \$75 million for technology teacher training, which would help new teachers learn to use technology effectively to strengthen instruction and enhance student learning, and they also cut \$50 million from the President's request for the Technology Literacy Challenge Fund, which would deny funding to 400 school districts to provide students and teachers with access to classroom computers, training and the latest educational software and telecommunications technology. The President will also continue to strongly oppose any effort by the Congress to repeal or delay the e-rate -- an expansion of universal service to provide discounted Internet access and telecommunications services to schools and libraries.

FACT SHEET: MODERNIZE SCHOOLS FOR THE 21ST CENTURY

In order for students to learn and to compete in the global economy, schools must be well-equipped and they must be able to accommodate smaller class sizes. To address these and other critical needs, the President's FY 99 Budget proposes Federal tax credits to pay interest on nearly \$22 billion in bonds to build and renovate public schools. This is more than double the assistance proposed last year, which covered up to half the interest on an estimated \$20 billion in bonds. The new proposal provides tax credits in lieu of interest payments for investors in two types of School Modernization Bonds: Qualified School Construction Bonds (a new proposal) and expansion of the Qualified Zone Academy Bonds (created last year). The Department of the Treasury estimates that the revenue loss associated with the bonds would be \$5 billion over 5 years and over \$11 billion over 10 years.

Qualified School Construction Bonds

\$19.4 billion in zero-interest bonds (\$9.7 billion in 1999 and \$9.7 billion in 2000) is proposed for construction and renovation of public school facilities. The Department of the Treasury would allocate the rights to offer these special 15-year bonds to States, territories, and certain school districts that have submitted school construction plans to the Secretary of Education.

Half of the bond authority would be allocated to the 100 school districts with the largest number of low-income children, in proportion to their share of funds under the Title I Basic Grant formula in the preceding year. In addition, up to 25 additional school districts that are in particular need of assistance, such as districts with a low level of resources for school construction or a high level of enrollment growth, could receive these allocations. These funds would be spent in accordance with the school district's plans.

The other half would be allocated to States and territories to provide to school districts in need of assistance in accordance with each State's plan. The bond authority would be allocated in proportion to each State's share of funds under the Title I Basic Grant formula in the preceding year, after subtracting the Title I shares of the 100-125 school districts (above).

School Construction Plans: In order to receive a bond allocation, States, territories, and the eligible 100-125 school districts would be required to submit a plan to the Secretary of Education. The plans would (1) demonstrate that a comprehensive survey has been undertaken of the construction and renovation needs, such as the need to provide access to students with disabilities, in the jurisdiction and (2) describe how the jurisdiction will ensure that the bond funds are used for the purposes intended by this proposal, including the requirement that they will supplement, not supplant, amounts that would have been spent on construction and renovation in the absence of the bonds. State plans would also describe how they will ensure that localities with the greatest need -- as demonstrated by inadequate facilities coupled with a low level of resources to meet the needs -- would be served.

Qualified Zone Academy Bonds

This program, created by the Taxpayer Relief Act of 1997, provides a tax credit to pay interest on bonds for a variety of expenses (including building renovation) related to certain public school-business partnerships. The FY 99 Budget would expand these bonds to cover school construction, and would increase and extend the bond authority by \$2.4 billion (an additional \$1 billion, to \$1.4 billion, in 1999, and \$1.4 billion in 2000). This bond authority is allocated to States on the basis of their respective populations of individuals with incomes below the poverty line.

THE NEED FOR SCHOOL MODERNIZATION ASSISTANCE

The President's proposal to create School Modernization Bonds is designed to address a nationwide school facilities crisis. These funds are necessary because: (1) the cost to repair existing schools is high, and States and communities can stretch their efforts and dollars further with these interest-free bonds; (2) enrollment growth is surging; and (3) better school facilities lead to better academic achievement.

The Cost to Repair Existing Schools Is High

In a 1995 report, School Facilities: Condition of America's Schools, the General Accounting Office (GAO) estimated that the cost of bringing the Nation's schools into good overall condition was \$112 billion. GAO's report indicated:

- One-third of all schools, serving 14 million students, need extensive repair or replacement;
- About 60 percent (including some schools in generally adequate condition) of all schools report needing at least one major building feature to be replaced or extensively repaired.

According to GAO: 28,100 schools serving 15 million students have less-than-adequate heating, ventilation, and air-conditioning systems; 23,100 schools serving 12 million students have less-than-adequate plumbing; and 21,100 schools serving 12 million students have less-than-adequate roofs.

GAO cited some horrific examples of the need for school repairs:

- Heating depends on a fireman's stoking a coal furnace by hand at a high school;
- Raw sewage was backed up on the front lawn of a junior high school because of defective plumbing
- At an elementary school, a ceiling weakened by leaking water collapsed just 40 minutes after students had left for the day; and
- Another elementary school had asbestos, chipping and peeling lead paint, and boarded windows.

Enrollment Growth is Surging

The National Center for Education Statistics projects that elementary and secondary enrollments will swell from 52.2 million in 1997 to 54.4 million in 2006. State and localities will need to build some 6,000 new schools to serve additional students in the next decade.

The Condition of Schools Is Related to Student Achievement

Several research studies indicate that the condition of school buildings affects student achievement. For instance, a 1991 study in the District of Columbia found that students in school buildings that were in poor condition had achievement 6 percent below students in schools that were in fair condition and 11 percent below students in schools in excellent condition.

HOW COULD SCHOOL MODERNIZATION BONDS HELP SCHOOLS IN MY AREA?

School Modernization Bonds would work differently in various communities. Below are three examples that illustrate differences among communities based on their: (1) school construction needs; (2) authority to issue bonds; and (3) ability to issue bonds.

School District A – A Rapidly Growing School District

School District A needs funds to construct additional schools to educate its rapidly growing enrollment. The State would allocate bond authority to School District A. When this community passes a bond initiative, it would then enter into an agreement with a financial company to sell the bonds to bond holders in order to raise funds to build schools in the community. The school district would use these funds to plan, design, and build additional schools. The community would repay the principal on the bonds to the bond holders, but it would not have to pay interest on the School Modernization Bonds. The bond holders would receive a tax credit equivalent to the amount of interest they would ordinarily have received on the loan.

School District B – A School District with School Buildings in Need of Renovation

School District B needs funds to renovate its aging school buildings. This school district would receive a direct allocation of bond authority from the Federal Government because it is one of the 100 school districts with the largest number of students in poverty. This community has already passed a bond initiative, so it does not have to go to its citizens to gain the authority to issue bonds. The district is still eligible to issue School Modernization Bonds because it has not yet issued all of the bonds its citizens authorized it to issue. It would issue the bonds through a financial company to raise the funds necessary to renovate its schools. School District B would use these funds to renovate its facilities taking into account the need to accommodate modern educational technologies; provide access to individuals with disabilities; improve the energy efficiency of its buildings; and to bring its buildings, including its roofs and boilers, into good overall condition. The bond holders would be repaid as they would under the example for School District A. One difference would be that School District B would be able to use money saved from its energy bill to help it repay the principal on the loan.

School District C – A School District on a Poor Indian Reservation

This poor public school district needs funds to renovate a school and build a new school but is unable to issue bonds itself because of its small tax base. School District C would receive a heavily subsidized loan from the State. The State would subsidize the loan either by contributing the State's own funds toward the loan or by decreasing the amount of the subsidy other communities would receive under School Modernization Bonds in the State. School District C would not issue the bond itself; the State would issue it on behalf of School District C and several other school districts. School District C would use the funds to plan, design, and construct its new building and to renovate its existing school. The State could guarantee that School District C would repay the loan by retaining State aid in event that the school district stopped making payments. School District C would pay only a portion of the principal on the loan to the State because the loan is subsidized. The bond holders would be repaid as described in the above examples, except the State rather than the community would repay the principal to the bond holders.

IMPACT OF INADEQUATE SCHOOL FACILITIES ON STUDENT LEARNING

A number of studies have shown that many school systems, particularly those in urban and high-poverty areas, are plagued by decaying buildings that threaten the health, safety, and learning opportunities of students. Good facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school. A growing body of research has linked student achievement and behavior to the physical building conditions and overcrowding.

Physical Building Conditions

Decaying environmental conditions such as peeling paint, crumbling plaster, non-functioning toilets, poor lighting, inadequate ventilation, and inoperative heating and cooling systems can affect learning as well as the health and morale of staff and students.

Impact on Student Achievement

- A study of the District of Columbia school system found, after controlling for other variables such as a student's socioeconomic status, that students' standardized achievement scores were lower in schools with poor building conditions. Students in school buildings in poor condition had achievement that was 6% below schools in fair condition and 11% below schools in excellent condition. (Edwards, 1991)
- Cash (1993) examined the relationship between building condition and student achievement in small, rural Virginia high schools. Student scores on achievement tests, adjusted for socioeconomic status, was found to be up to 5 percentile points lower in buildings with lower quality ratings. Achievement also appeared to be more directly related to cosmetic factors than to structural ones. Poorer achievement was associated with specific building condition factors such as substandard science facilities, air conditioning, locker conditions, classroom furniture, more graffiti, and noisy external environments.
- Similarly, Hines' (1996) study of large, urban high schools in Virginia also found a relationship between building condition and student achievement. Indeed, Hines found that student achievement was as much as 11 percentile points lower in substandard buildings as compared to above-standard buildings.
- A study of North Dakota high schools, a state selected in part because of its relatively homogeneous, rural population, also found a positive relationship between school condition (as measured by principals' survey responses) and both student achievement and student behavior. (Earthman, 1995)
- McGuffey (1982) concluded that heating and air conditioning systems appeared to be very important, along with special instructional facilities (i.e., science laboratories or equipment) and color and interior painting, in contributing to student achievement. Proper building maintenance was also found to be related to better attitudes and fewer disciplinary problems in one cited study.
- Research indicates that the quality of air inside public school facilities may significantly affect students' ability to concentrate. The evidence suggests that youth, especially those under ten years of age, are more vulnerable than adults to the types of contaminants (asbestos, radon, and formaldehyde) found in some school facilities (Andrews and Neuroth, 1988).

Impact on Teaching

- Lowe (1988) interviewed State Teachers of the Year to determine which aspects of the physical environment affected their teaching the most, and these teachers pointed to the availability and quality of classroom equipment and furnishings, as well as ambient features such as climate control and acoustics as the most important environmental factors. In particular, the teachers emphasized that the ability to control classroom temperature is crucial to the effective performance of both students and teachers.
- A study of working conditions in urban schools concluded that "physical conditions have direct positive and negative effects on teacher morale, sense of personal safety, feelings of effectiveness in the classroom, and on the general learning environment." Building renovations in one district led teachers to feel "a renewed sense of hope, of commitment, a belief that the district cared about what went on in that building." In dilapidated buildings in another district, the atmosphere was punctuated more by despair and frustration, with teachers reporting that leaking roofs, burned out lights, and broken toilets were the typical backdrop for teaching and learning." (Corcoran et al., 1988)
- Corcoran et al. also found that "where the problems with working conditions are serious enough to impinge on the work of teachers, they result in higher absenteeism, reduced levels of effort, lower effectiveness in the classroom, low morale, and reduced job satisfaction. Where working conditions are good, they result in enthusiasm, high morale, cooperation, and acceptance of responsibility."
- A Carnegie Foundation (1988) report on urban schools concluded that "the tacit message of the physical indignities in many urban schools is not lost on students. It bespeaks neglect, and students' conduct seems simply an extension of the physical environment that surrounds them." Similarly, Poplin and Weeres (1992) reported that, based on an intensive study of teachers, administrators, and students in four schools, "the depressed physical environment of many schools... is believed to reflect society's lack of priority for these children and their education."

Overcrowding

Overcrowded schools are a serious problem in many school systems, particularly in the inner cities, where space for new construction is at a premium and funding for such construction is limited. As a result, students find themselves trying to learn while jammed into spaces never intended as classrooms, such as libraries, gymnasiums, laboratories, lunchrooms, and even closets. Although research on the relationship between overcrowding and student learning has been limited, there is some evidence, particularly in high-poverty schools, that overcrowding can have an adverse impact on learning.

- A study of overcrowded schools in New York City found that students in such schools scored significantly lower on both mathematics and reading exams than did similar students in underutilized schools. In addition, when asked, students and teachers in overcrowded schools agreed that overcrowding negatively affected both classroom activities and instructional techniques. (Rivera-Batiz and Marti, 1995)
- Corcoran et al. (1988) found that overcrowding and heavy teacher workloads created stressful working conditions for teachers and led to higher teacher absenteeism.

Crowded classroom conditions not only make it difficult for students to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work or on teaching anything beyond the barest minimum of required material. In addition, because teachers must constantly struggle simply to maintain order in an overcrowded classroom, the likelihood increases that they will suffer from burnout earlier than might otherwise be the case.

FACTS ABOUT DC PUBLIC SCHOOLS REPAIR\CONSTRUCTION ISSUES:

Reports on the Poor Conditions of School Facilities: Several reports on the District's public schools have documented that the buildings are in poor condition. There are particular concerns about safety and problems with leaky school roofs. The majority of the District public schools were built more than 50 years ago. They generally have not been well maintained, and consequently, substantial deferred maintenance exists. A 1996 GAO report stated that 97 percent of the DC public schools reported a need to upgrade or repair on-site building to good overall condition. (See June 1996 GAO Report: School Facilities--Profiles of School Condition by State, State profile for the District of Columbia.)

March 1992-Parents United Law Suit: Parents United, an education advocacy group, filed a law suit on March 3, 1992, alleging failure of the DC officials to adequately inspect for and remedy violations of the DC Fire Prevention Code and other safety hazards in the public schools.

The Settlement of the Parents United Case: On November 3, 1997, a settlement was reached among Parents United, the Mayor, the Fire Chief, and the District of Columbia Public Schools Chief Executive Officer (General Becton), which laid the foundation for ensuring that DC public schools were free of DC Fire Code violations. It also required the DCPS to continue the necessary repairs and capital improvements to the school buildings as indicated in the System's Long-Range Facilities Master Plan. (See attached one page summary of settlement agreement.)

Under Past Administrations DC Schools Had Problems Opening On-Time: Last year the District of Columbia public school system opened three weeks late, commencing the 1997-98 school year on September 22, 1997. In July 1997 a DC Superior Court judge ordered that schools would be closed while roof work was performed. In August the DC public school system decided to delay the start of the school year until roof repairs were completed on September 22, 1997.

School Closings: Many observers believe that there is excess capacity in the school system and see a link between DCPS problems of dilapidated facilities and that excess capacity. The Rivlin Commission and the Committee on Public Education (COPE) have proposed closing unnecessary schools and using the proceeds from the sale or lease of these properties to fund capital improvements. At the same time, closing the most dilapidated properties would allow the schools to concentrate capital and operating dollars on a smaller number of schools.]

US Army Corps of Engineers Assistance to the School System: On April 17, 1998, US Army Corps of Engineers signed a Memorandum of Agreement with the DC, public schools for engineering, technical and procurement assistance for capital contracts. The FY 98 Capital Projects were prioritized into three categories:

1. Projects needed to support the "Summer Stars" summer school program;
2. Projects needed to be substantially completed during the summer to ensure that schools reopen on time on September 1, 1998;
3. Projects that could begin in the summer and carry over into the school year. (As the

Corps continues working on capital projects during the school year, they are coordinating with building principals so work will have least impact on school operations).

Projects included window replacements, air-conditioning system replacements (including chillers and cooling towers), boiler replacements, asbestos abatement, emergency generator replacements, elevator repairs and other interior and structural repairs. Also, a number of roofs were replaced this summer. For example, they replaced Eaton Elementary School's roof and the project was completed mid-August 1998.

US Army Corps personnel are all assessing all schools to help determine the capital improvement requirements. To date they are about halfway through this effort. Information from the assessments and from community meetings will be used to revise DCPS System's Long-Range Facility Master Plan.

Prior Announcements by the First Lady for Funding DC Public School Facility Repairs and Construction Projects: On March 04, 1997, First Lady Hillary Clinton, along with Secretaries Riley and Rubin, visited Ketcham Elementary school to announce \$18,252,080 going to DC's Control Board to be spent on the repair and construction needs of the DC public schools. (These proceeds from the privatization of **Connie Lee** were transferred to the Control Board from the Treasury Department on March 4, 1997. The amount of \$18,252,080 represents the full appraisal value of the shares of Connie Lee stock held by the Department of Education after deduction for costs and expenses related to the sale.)

Also, on October 07, 1997, First Lady Hillary Clinton and Acting Deputy Secretary Mike Smith visited Malcolm X elementary School to announce \$42 million awarded to the Control Board to assist in education reform or for repairs and construction of DCPS pursuant to the Student Loan Marketing Association Reorganization Act of 1996. The Control Board decided that all funds would be spent on repairs and construction. These funds were provided as a result of the privatization of **Sallie Mae**. There were approximately \$37 million in proceeds from the sale of S.L.M Holding Company common stock warrants (which was provided in September 1997) and \$5 million from the licensing fee relating to the company's ongoing use of the "Sallie Mae" name (which was transferred on October 6, 1997).

D.C. Schools Off to a Better Start This Year

Officials Pleased By Easy Opening

By VALERIE STRAUSS
Washington Post Staff Writer

The District's 146 public schools opened as scheduled yesterday for the first time in four years—amid more moves by Superintendent Arlene Ackerman to restructure the troubled system.

Ackerman, who visited several schools during the day, said that all major roof repairs had been completed before school bells rang and that she was delighted with the enthusiasm she saw from teachers, principals, students and parents.

"This was the third thing we said we had to do to make people start to believe that things could change," she said. "We had to raise test scores, and we did, and we had to have a successful summer school, and we did. Now we've opened schools on time."

The new superintendent has reorganized more administrative functions in her push to make the system more efficient and accountable. Joe Carrillo, brought in a few months ago as personnel chief, is now associate superintendent in charge of a newly created office to oversee the system's emerging relationship with charter schools.

Nearly 20 charter schools, which are publicly funded but operate outside the traditional bureaucracy, are scheduled to open in the city next week.

Carrillo helped oversee firings



At Birney Elementary, T'Aira Phillips, 9, hugs her pal Sabrina Smith, 7, as she talks with her mother before beginning the first day of the new school year.

BY LUCIAN PERKINS—THE WASHINGTON POST

this summer in much of the personnel office, long considered dysfunctional. Katrina Robertson Reed, president-elect of the American Association of School Personnel Administrators and a 30-year veteran of the Minnesota school system, has been hired as associate superintendent for administrative services—a newly organized office that will handle personnel, human resources, labor relations and management information systems.

Reed, who was acting superintendent of the Minneapolis school sys-

tem for six months last year and was in charge of human resources there, recently served as an adviser to Ackerman.

In starting classes on time, Ackerman did have an advantage: There was no judge this year decreeing that repair work could not be done while classes were in session—a ruling that caused the school system to delay opening last year by three weeks.

But at several schools yesterday, there were some teacher shortages because the personnel office did

not get the paperwork processed quickly enough, sources said. And at the African-centered School Within a School, none of the 156 students showed up because parents were concerned about the safety of the former Taft Junior High School building in Northeast Washington, where the students were told to report at the last minute because their regular school building is not ready.

At many schools, though, the first day went just fine, parents and principals said. Ackerman and her staff met daily for three months to make sure the opening went smoothly. They also took the unprecedented step of having junior and senior high school students pick up class schedules in August, so instruction could begin right away yesterday.

At Malcolm X Elementary School in Southeast Washington, new Principal Vaughn Kimbrough rushed around organizing more than 700 students—most of them in uniforms—into classes. The school was visited by Cora Masters Barry, wife of Mayor Marion Barry, who urged the youngsters to study hard.

At nearby Birney Elementary School, Marquette Jenkin, 7, was downright gloomy. Asked whether he was glad to be back, the boy answered, "No." Asked why, he said sullenly, "Because."

But Michael Lynn Jackson, 10, who was hugged by Principal Yvonne Morse, said he was glad to be starting fifth grade. He was escorted to school by his mother and grandmother, the latter counseling, "Everything in life is related

SAT Scores

Average scores for 1

D.C.	410
------	-----

Virginia	
Alexandria	471
Arlington	523
Fairfax	540
Loudoun	523
Manassas	519
Manassas Park	489
Prince William	516
Stafford	520

Maryland	
Anne Arundel	513
Calvert	524
Charles	495
Howard	535
Montgomery	537
Prince George's	446
St. Mary's	510

U.S. AVERAGE 505

*Change in points from 1997

NOTE: Scores for Fauquier County.

SOURCES: College Board, school dis

Area Office

SEP 06 1996 2:14 PM
OFFICE OF THE DEF. SEC.
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Reaching Higher

at
the
dramatic

DISTRICT



Our goals are ambitious:

to create an exemplary school system for the 77,000 students who depend on us to get the kind of education they need for college, for good jobs and for life in the 21st century.

Clearly, success won't happen overnight. We know that. The community knows that. But we do need to make steady progress, classroom by classroom, school by school, year by year.

We've already started.

"The move toward a standards-driven system is positive.

It will give targeted academic standards

to shoot for,

requiring the

total commitment of

teachers, administrators

and parents."

Yvonne St. Hill, teacher, Spingarn High

There is good reason

to be hopeful about

the changes now

coming at DCPS.

I strongly endorse the

single-minded focus on

raising standards

and high student

achievement."

Rep. Eleanor Holmes Norton

We'll succeed by ...

Reaching higher, with more challenging expectations for students, principals, teachers, administrators and parents.

Staying focused on results, with regular assessments of student achievement and annual evaluations of schools, principals, teachers and administrators.

Providing extra supports for students who are behind and additional professional development for teachers and staff.

Putting our house in order so that students have the facilities and resources they need to learn well.

And **engaging parents, policymakers, business and civic partners, and citizens** in the work of improving schools.

The following pages briefly describe our goals, our accomplishments to date and the major work that lies ahead.

Improving academic achievement for all children is the No. 1 goal of the D.C. Public Schools. Our children must leave this school system with the knowledge and skills that will open doors. The first step is getting clear about what academic success looks like.

Start with high expectations

More challenging academic standards

Our new academic content standards and performance standards in English/language arts (reading, writing, listening and speaking) and math ask a lot from students. Content standards describe what students should know and be able to do in each subject. Performance standards show what good performance looks like in elementary school, middle school and high school.

We also have new content and performance standards in science. Teachers now have content standards for history, art, music, health and world languages. The next target areas will be geography and career/vocational education.

Contact: Office of Teaching and Learning,
576-6171

Ending social promotion

Higher expectations mean doing away with "social promotion," the process of allowing children to advance from grade to grade, regardless of whether they know the academic material. This practice means students sometimes graduate from high school with elementary-level skills.

Under our new promotion policy, students will not progress until they are ready. Decisions will be based mainly on student scores on the Stanford-9 Achievement Test (see next page) and the recommendations of teachers and principals. Students now in eighth grade will be the first group affected by our new high school graduation requirement.

We are giving children many opportunities to catch up — in after-school programs, Saturday Academics and summer school. Ending social promotion gives students a better chance to succeed.



In reading and math ...

In English/language arts, students at every level need to read the equivalent of 25 books a year, fiction and nonfiction. Our third-graders should be reading books that are appropriate for their grade level and that challenge them. Those books become more difficult as they move up through school. And all students need to be able to summarize and draw conclusions from what they read.

In math, elementary school students need to be able to add, subtract, multiply and divide. Depending on their grade level, we also want students to solve problems involving fractions and decimals (for example, which is larger: $\frac{1}{3}$, 30 percent, or .33), geometry, simple formulas, patterns and functions, and statistics. They need to know how to measure, estimate and use their math skills to solve problems, which get more complex in the higher grades.

"Large score increases on the Stanford-9 test are not going to happen overnight, but through steadily pushing ourselves and our children to do better, we'll see the gains."

Glennis Powell-Gill, principal, Eliot Junior High



Focus on results

Throughout the school system, teachers and staff should be asking one basic question about every policy, practice and program: Is it producing — or likely to produce — academic success for students? For schools, student achievement is what counts. It's our "bottom line." By holding ourselves more accountable, the community will have many ways to evaluate the performance of students, schools, principals and teachers. Specifically:

Stanford-9 Achievement Tests

Students in grades 1-11 are taking the Stanford Achievement Tests (Stanford-9) in reading and math in the fall and spring. This nationally recognized test, also used by cities such as Boston and

Philadelphia, measures the same kinds of real-world knowledge and skills as our new academic standards. The Stanford-9 gives teachers very detailed information about each student's strengths and weaknesses, so that they can develop specific teaching strategies for each child.

Our goal is for all schools to show some improvement this year. In 1998-99, we expect to have specific improvement targets for each school.

New report cards

We're piloting new, more detailed report cards for elementary school students. With input from teachers, principals and parents, we're using these report cards to show which academic standards each student has mastered and areas where he or she needs more help.

We also are developing new school-by-school report cards that will include information on student achievement, student attendance, secondary school dropout rates, staff, parent and student satisfaction, school leadership (measured by parent and staff surveys), and market share (the percentage of families who send their children to the neighborhood school). We expect to publish the first report cards in Fall 1998.

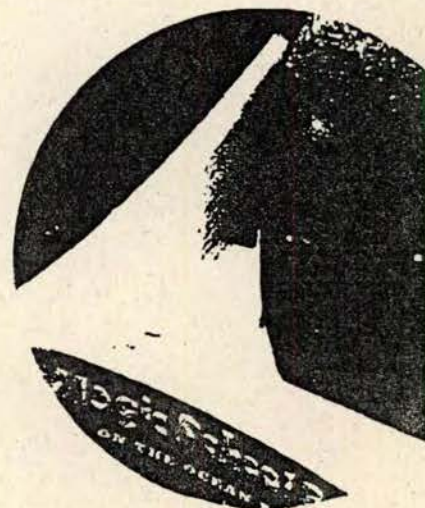
Schools will be measured against the District's standards and their own performance, not against each other. We expect every school to get better every year.

Annual evaluations of principals, teachers and administrators

We're committed to having an excellent principal in every school. Starting in the 1997-98 school year, all principals have one-year appointments. They'll be evaluated based on several factors, including: student achievement (50 percent of the total); school climate (ranging from disciplinary problems to extracurricular activities); parent and community involvement; their ability to manage staff; and how well they use school funds.

In addition, evaluations of the Superintendent and all members of the staff are tied to gains in student achievement. A new system for evaluating teachers, which we hope to have in place in 1998-99, also will be weighted heavily toward the improved performance of students.

Contact:
Office of Educational Accountability,
541-6338



Extra support for students and staff

More reading and math

Students in every elementary classroom are learning reading, writing, speaking and listening (what we call literacy skills) for at least 90 minutes a day and math for at least 60 minutes. In secondary school, teachers in all subjects — from social studies to industrial arts — have been instructed to teach reading as part of every course. Our goal is to offer double periods of reading and math to high school students who are behind.

Contact:
Office of Teaching
and Learning, 576-6171

Extra classes, tutoring

Many schools have established Saturday Academies and before- and after-school programs for students needing extra help. Contact your local principal to see if your school is providing this extra help.

Our Everybody Reads literacy campaign is recruiting adults from throughout the city to tutor second-graders in reading. Common sense and research show that children who read well can learn anything — whether it's algebra or African-American history. We're working closely with similar tutoring programs, such as Everybody Wins and DC Reads.

Contact:
Literacy Program,
724-4235

Summer S.T.A.R.S.

Many students are years behind where they should be and need extra help to catch up. We expect our Summer S.T.A.R.S. (Students and Teachers Achieving Results and Success) program to serve up to 20,000 students. They will receive intensive instruction in reading and math for six weeks. The idea is not to punish these students but to give them the extra help they need.

Contact:
Summer S.T.A.R.S.,
724-4400

*"We're off to a good start —
the elimination of social promotion
in the elementary schools,
the promise to have
reading teachers in schools
and stronger math classes
in high schools.*

But there is still much to be done."

Alieze Stallworth, parent,
Lafayette Elementary, Jefferson Junior High, Coolidge Senior High



A school system driven by high standards expects all students to succeed — but not all at the same speed. Some students will need more time and assistance than others. Some students might be strong in math and weak in reading. Once testing has pinpointed these strengths and weaknesses, teachers and principals are in a much better position to target support where it's needed.

Special needs students

We are reducing the backlog of assessments needed to place students in appropriate programs and we intend to develop a system that will permit us to conduct evaluations year round. We are strengthening our programs for students with Limited English Proficiency, including hiring more staff and purchasing new textbooks.

Professional development for teachers

Teachers from every school in the city are learning how to translate the district's new standards into classroom practice. In turn, these "standards specialists" are working with other teachers from their schools to get these ideas into all classrooms as soon as possible.

Professional Development Institutes in 1997-1998. In August 1998, all schools will send teams that include the principal, teachers and at least one parent to a special summer institute. We plan to make professional development mandatory in 1998-99.

Leadership training for principals

Our new training for principals will focus on five key areas: goal-setting, instructional leadership, accountability, staff recruitment and training, and building relationships in the schools and with the community.

Contact:
Staff Development, 724-2490

lowest-performing schools

Staff in our Targeted Assistance Schools, where student achievement is particularly low, are receiving extra assistance. Many are using reading and math programs, such as Success for All and Temple University's Laboratory for Student Success, that have helped improve student performance in other school districts. The 1998-99 budget earmarks \$2.5 million so that about 50 schools can take advantage of successful models like these.

Contact: School Auxiliary
Support Services, 724-4400



Putting our house in order

We can't expect students to learn at high levels unless they're in good facilities and have quality books and other instructional materials. Though we still have a long way to go in this area, we have made important progress in the past year.

Improved facilities

More than 60 schools have new roofs, numerous boilers and chillers have been replaced, and dozens of schools have been renovated. Much more work is planned. We are committed to having our students in safe, sound and comfortable classrooms and schools.

Better customer service

As part of the District's new focus on customer service, administrative offices have extended their hours to better serve schools, while schools are taking steps to be more welcoming to families and students.

Improved information

New, more accurate systems are in place for monitoring student enrollment, staff employment, school budgets and security incidents. A top priority for 1998-99 is to get better and more timely budget and student performance information into the hands of principals, so they can better manage their schools.

More money to schools

To make more money available for schools, central office staff was reduced from 15 percent of the total DCPS workforce to 11 percent this year.

Increased community outreach

We are reaching out to the community — through additional community forums (citywide and school-based); focus groups and meetings with parents; regular testimony to Congress, the Control Board and city agencies; expanded partnerships with businesses and civic organizations and the faith community; and more timely communications with all sectors of the community.



How you can help

If you're a parent, make sure your child learns how to read, does his or her homework, comes to school and knows that you value education. Help us to make sure your child's principal and teachers are starting to deliver instruction that's based on the District's more challenging academic standards. This brochure describes the kinds of changes you should be seeing in all schools.

If you're a policymaker, give us the resources we need to do the job. And give us some time.

If you're a citizen, give us your time and energy. We need tutors, mentors, reading volunteers, coaches and partners.

What you should expect from us

The good news is that there are pockets of excellence all over the city — classrooms and schools where students are doing well. We're committed to building on these successes. There's no reason why all schools can't be doing just as well. We don't expect miracles. Nor should you. But you should expect:

Steady progress — higher test scores, better-maintained facilities, more effective teaching, increases in parent, staff and student satisfaction, and more resources in schools.

Clear goals — the new academic standards should clarify what students should know and be able to do at different grade levels.

Honest answers — we're committed to telling the truth, even when it's harsh. We intend to be clear about where we are and how far we need to go.

No surprises — students, staff and the community have the right to factual and timely information. That's why we are strengthening our communications, parent affairs and community relations staffs.

Problem-solving, not finger-pointing — there's plenty of blame to go around for the poor performance of D.C. students. Let's agree to focus on moving forward.

And a **relentless commitment** to improve student achievement — that's the measure by which all our actions should be judged.

"We are particularly encouraged by the establishment of higher standards that are focused on increasing student achievement."

Marie C. Johns, president and CEO
Bell Atlantic, Washington, D.C.

Office of the Superintendent
District of Columbia Public Schools

512th Street, NW
12th Floor

Washington, D.C. 20004

202-724-1500

The District's Web page will provide up-to-date information about what's being done to improve student achievement.
www.k12.dc.us

Call 724-8724 if you would like to be placed on our mailing list to receive *HomeRoom*, the school system's monthly newsletter.

Notice of Non-Discrimination

The District of Columbia Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, disability or political affiliation in its programs and activities. Discrimination will not be tolerated and persons engaging in such will be subject to disciplinary action. The following officer has been designated to handle inquiries regarding non-discrimination policies: Dr. Denise A. Baltimore, EEO Officer, Equal Employment Opportunities Office, 415 12th Street, NW, Washington, D.C. 20004, 724-4218

JOHN EATON SCHOOL'S HISTORY

John Eaton school is located in the upper northwest section of Washington, D.C., known as Cleveland Park. We serve students in grades pre-kindergarten through grade six.

John Eaton School was opened in 1911 in a small building that is now one of the wings of our school building. It was a new school when Cleveland Park was a fairly new neighborhood. Over the years, the school was expanded to meet the needs of a growing student body. The school has been remodeled a number of times. First, a second building was constructed in 1923 and connected to the existing building with a wide hall. The auditorium was added in 1931. In 1981 a complete renovation was begun and completed in 1982. The renovation in the 1980's changed the looks of our school. The library and school office were housed in a modern projection from the front of the building. The classrooms were renovated: some old walls were taken down, new walls were built, old rooms altered into new spaces, new facilities created out of old, and the entire building was centrally air-conditioned. The renovation was a school/community effort that not only brought about a school building designed to support the school program, but included students, teachers, support staff, parents, and our school neighbors in a process that allowed us to plan and act collaboratively on a "real" project. The results have been a most trusting relationship between the school and the community.

John Eaton School was named for John Eaton, who was an American Brigadier General (1865), superintendent of public instruction in Tennessee (1867-1869), a United States Commissioner of Education (1871-1886), president of Jackson College at Salt Lake City (1895-1896), and Inspector on Education in Puerto Rico 1898.

John Eaton has a multi-cultural and multi-lingual student population of over 400 students. Students attending Eaton reside in all quadrants of the city, however, the majority reside within the defined Eaton School boundary.

Eaton is one of eight Early Childhood Demonstration Centers. The Demonstration Centers are training sites for teachers and administrators in the District of Columbia Public School System.

John Eaton School has been recognized as a Model School by The Redbook Network of Successful Schools, and most recently as one of America's Best Schools by Redbook Magazine.

MISSION AND PHILOSOPHY OF JOHN EATON SCHOOL

John Eaton School is committed to excellence and individual growth for both students and staff. We believe that every student can learn and that we can provide them with many opportunities to succeed in each of the disciplines. To achieve our goal of excellence and multi-talented development, we have high expectations for all students. We work towards the establishment of developmentally appropriate practices and programs which recognize every child's innate ability to learn and ensure the intellectual, emotional, physical, and aesthetic well being of all students. We recognize and respect different learning styles and are committed to reaching each student.

We seek to offer an integrated curriculum that is challenging and meets the needs of our diverse student body. Teaching students to think, reason, and problem solve is accomplished through our social curriculum, writing, speaking, science, math, reading, social studies, and the arts.

John Eaton School provides a warm, friendly, stimulating, but non-threatening atmosphere. Both students and staff are constantly learning and growing. In the true sense of the term, we are a "community of learners". Through modeling, our staff demonstrates a caring community by working together and respecting one another.

We aim to promote cultural understanding, acceptance of differences, and effective communication skills among our diverse student population. We strive to promote parent participation in the education of their children by educating parents about the importance of participation, providing opportunities for such participation and enhancing their ability to participate.

Diana Rigg Uma Thurman BOTH



Editor's Profile

Eaton Elementary School

ADDRESS: 3301 Lowell St. NW, Washington 20008
[\(show me on a map\)](#)

PHONE: 202/282-0103

CROSS
STREET: 33rd Street NW

Within
(mi.)

Achievement Scores, 1996-97 School Year, D.C. Public Schools

☐ This School ☒ School System Average

Math (95.4% of students tested)

Percent Lacking Basic Academic Skills 19.2%
58.6%

Percent with Basic Skills 30.8%
27.0%

Percent Proficient or Advanced 50.0%
14.4%

Reading (95.7% of students tested)

Percent Lacking Basic Academic Skills 12.4%
36.4%

Percent with Basic Skills 34.1%
40.5%

Percent Proficient or Advanced 53.4%
23.1%

Notes:

Lacking basic academic skills performance indicates little or no mastery of fundamental knowledge and skills at grade level tested.

Basic skills performance denotes partial mastery of knowledge and skills that are fundamental for satisfactory work at the grade level tested.

Proficient or advanced performance represents solid or superior academic performance. 42% of the students at this school qualified for free or reduced price lunch based on their families' income.

Source: D.C. School System, 1996-97 school year.

Click Here for
the latest
**Up-to
the-Minute**
Sports Scores.



last published: Saturday July 18, 1998

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JEAN TATE'S BIOGRAPHY

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Jean Tate was born (b)(6) She is a product of the District of Columbia Public School System. She attended Harrison Elementary, Garnet Paterson Junior High School and Calvin Coolidge High School. Ms. Tate decided in elementary school that she wanted to become a teacher. She completed her undergraduate work in elementary education at what was then The District of Columbia Teachers College, in 1965. In May 1991, she received a Master's Degree in Administration and Supervision with a concentration in elementary education from The University of the District of Columbia. Ms. Tate engaged in professional development, even as she was teaching, to keep abreast of current research and trends in education. She was consistently enrolled in additional graduate courses in local universities such as Georgetown, Trinity, George Washington, Catholic and Howard University.

Jean Tate began her teaching career at Bunker Hill Elementary School as a 5th grade teacher. During her 25-year tenure at Bunker Hill, she taught every intermediate grade from 4th grade to 6th grade. In 1979, she was selected to teach children who were academically gifted, and she served in this capacity for ten years. In 1989, Ms. Tate applied for and was selected as a mentor teacher whose responsibility was to assist teachers new to the District of Columbia Public School System with understanding and implementing the system's curriculum.

Upon completion of her tenure as a mentor teacher, Ms. Tate entered the Administrative Intern Program and interned at John Eaton Elementary School between 1992 and 1993. Subsequently, she served as an assistant principal in both Stuart-Hobson Middle School and Garrison Elementary School between the years of 1993 and 1995. In June of 1995, Ms. Tate applied for and was selected to serve as the Principal of John Eaton Elementary School, and she continues to serve in that capacity.

Ms. Tate has participated in numerous staff development activities and has been selected to chair numerous committees during her 32 year tenure in the District of Columbia Public School System. She has served as coordinator of the tutorial program in the Bunker Hill Afterschool Program; participated in IDEA at Agnes Scott College in Atlanta, Georgia, attended the National Elementary School Principal's Convention in Orlando Florida; and has been selected as a mentor principal for the LEAD program.

Ms. Tate's is the proud mother of two sons, Michael and Charles, both of whom are college graduates and are working in business.

ARLENE ACKERMAN
Superintendent
District of Columbia Public Schools

Arlene Ackerman has served in public education for 28 years. Her work experiences include classroom teacher at both the elementary and middle school levels; principal at the middle school level; Director, Upward Bound Program for first generation college-bound students; Director, Basic Skills Academy for at-risk high school youth; Assistant Superintendent, Special Services, Assistant Superintendent for Curriculum, Instruction and Academic Achievement; Deputy Superintendent/Chief Academic Officer; and currently, Superintendent. Ms. Ackerman possesses a strong leadership background with an unparalleled blend of academic credentials and professional accomplishments.

Ms. Ackerman is affiliated with such organizations as Phi Delta Kappa (Harvard University Chapter), the Association of Supervision and Curriculum Development, American Association of School Administrators, Private Industry Council (Advisory Board Member), Seattle University (Dean's Advisory Board), and Seattle Pacific University (Superintendent's Preparation Program Advisory Board).

Also, Ms. Ackerman has been honored in Who's Who in American Colleges and Universities, and has received numerous honors and awards including Uniquely University City Award for Outstanding Service, Apple for the Teacher Award (Iota Lambda Sorority), Distinguished Alumni Award (Harris Stowe Teachers College), and McDonnell Douglas Fellow (Urban Superintendents Program).

Ms. Ackerman is currently pursuing her doctoral in Administration, Planning and Social Policy through the Harvard Graduate School of Education, Urban Superintendents Program.

May 1, 1998

Congresswoman Eleanor Holmes Norton District of Columbia

Congresswoman Eleanor Holmes Norton is serving her fourth term in the House of Representatives. She has been a legislative pioneer. In 1993, for the first time since the District as created, she got a historic debate and vote on statehood that dramatized the District's diminished democracy. That same year she won the right to vote on the House floor in the Committee of the Whole for the first time in the District's history. In 1995, when the Republicans took control of the Congress, they took her vote, an injustice she strives to reverse for her constituents who are the only Americans to pay federal taxes without full representation in the Senate and the House.

Even without a vote, she has continued to be a prolific legislator. Only 13 members of the 440-member House had more bills enacted than she; only 22 introduced more bills; and only seven members co-sponsored more bills than she. Except for the floor vote, the Congresswoman continues to have full rights and is a member of the House. She chaired two subcommittees in the 103rd Congress, votes in committee and has full legislative privileges.

Congresswoman Norton is a congressional leader. She was elected co-chair of the Congressional Women's Caucus and is a member of the Executive Committee of the Democratic Study Group, the policy arm of the House Democrats. She also is a member of the Congressional Black Caucus, Congressional Progressive Caucus, Congressional Arts Caucus, Congressional Diabetes Caucus, and the Environmental and Energy Study Conference.

Congresswoman Norton, a tenured professor of law at Georgetown University who still teaches a course there, came to Congress as a national figure. She chaired the Equal Employment Opportunity Commission under President Jimmy Carter. Even before she sought elective office, Ms. Norton had been named one of the 100 most important American women and one of the most powerful women in Washington. She has long been a nationally recognized writer and civil rights leader. She is the recipient of some 60 honorary degrees.

Among the Congresswoman's most significant legislative accomplishments in the 104th Congress were a law that increased funding for the EEOC and laws that bolstered the sagging economy of the District, including two revenue-producing projects, the D.C. Convention Center and the Sports Arena; renovation of the Navy Yard and the transfer of 4,000 new jobs there; a successful fight to keep 2,300 SEC jobs from moving from the District to Maryland; a bill that saved the District from losing almost \$200 million in road repair funds; and extra money for public safety and schools in the District.

After receiving her B.A. from Antioch College in Ohio, Congresswoman Norton simultaneously earned a law degree from Yale Law School and a Masters' degree in American Studies from Yale Graduate School. Yale Law School has awarded her the Citation of Merit as an Outstanding Alumnus of Yale Law School, and Yale Graduate School has awarded her the Yale Wilbur Cross Medal as an Outstanding Alumnus of the Graduate School.

for life and a puckish sense of humor, part of the Yankee heritage of Vermont, though his Irish and Italian ethnic origin is certainly not standard Yankee. His standing in Vermont has been strong over the years: he survived the Republican sweep in 1980 and beat popular Governor Richard Snelling 63%-35% in 1986. In 1992, against Republican state Treasurer Jim Douglas, who attacked him for voting for the congressional pay raise and for the loss of dairy jobs, he won 54%-43%—a decisive margin, but no landslide. But his job approval rating in early 1997 was high and one potential opponent, state Senator Susan Sweetser, ran poorly in the 1996 House race. Possible 1998 challengers include Rutland Mayor Jeff Wennberg, former state Senator Sara Gear, state Representative Walter Freed and former Lieutenant Governor Barbara Snelling.

→ **Junior Senator.** Jim Jeffords is known, since he was first elected to the House in 1974, for having one of the most liberal records of all Republicans. Jeffords grew up in Rutland, son of a Vermont chief justice, went to Yale, served in the Navy, went to Harvard Law School and then returned to Shrewsbury in the Green Mountains and practiced law. He was elected state senator in 1966, at 32, and then state attorney general in 1968 and 1970. In 1974, he was elected to the House and in 1988, when Senator Robert Stafford retired, to the Senate. There he has had a record somewhat to the left of midpoint of the Senate, especially on cultural issues, and has usually voted more often with Democrats than any other Republican senator. In the Clinton years he voted for family and medical leave, motor voter, national service, the Brady bill and the 1994 crime package, despite anti-gun control feeling in Vermont; in July 1993 he announced he was supporting the not-yet-written Clinton healthcare plan—the only Republican member of Congress who ever did. He pushed for more funding for the National Endowment for the Arts, supported raising the minimum wage, supports abortion rights, favors banning discrimination against gays and lesbians. As chairman of the District of Columbia Subcommittee on Appropriations in the 104th Congress, Jeffords opposed the Republican plan for a limited number of school vouchers for students in the District, thus sentencing them to continue in the dreadful D.C. public schools, which with he must be familiar; he volunteers in the Everyone Wins! program in Capitol Hill schools to encourage kids to read.

In 1997 Jeffords became chairman of the Labor and Human Resources Committee. Some conservatives wanted to substitute the less senior and more conservative Dan Coats; but Majority Leader Trent Lott, desirous of party unity and part of a singing quartet with Jeffords, persuaded Coats not to oppose Jeffords. Of his approach, Jeffords said, "The country demands that we be bipartisan. They're more involved in solving difficult situations we have for individuals, more than they are with political posturing and all. So, that's me. I'm independent, these are all well-known facts." But he also was careful not to block Republican initiatives: "I have told the members if we disagree, I won't hold up legislation that all Republicans except me want." His own stated policy goals seem almost quixotic: raising dollar limits on health insurance policies (he tried and failed to do that in the 1996 Healthcare Portability Act), increasing the percentage of the nation's workforce covered by company pensions, getting more people health insurance. But as chairman he took the lead on the Republican-backed TEAM Act to allow worker-management consultation, vehemently opposed by labor unions. On health care he promised "to go slow" on regulating managed care and said that micromanagement, such as the 48-hour maternity stay he backed in 1996, should be approached with caution. He promised to move ahead on OSHA reform, a Republican goal. He worked on reauthorization of the bipartisan IDEA special education bill, which passed in May 1997, and promised to work on reauthorizing the Higher Education Act. He supported the Kennedy-Hatch child health insurance bill and tobacco tax, but advanced his own bill, making the program optional for states.

Jeffords also tends to Vermont issues and his own special causes. In 1996 he maintained support for Vermont wind and solar energy projects, and he passed an amendment to increase food stamp eligibility for recipients of federal heating assistance. A history buff, he had a bill to catalogue and study unprotected Civil War sites, has sponsored a Revolutionary War and War of 1812 historic preservation study act and backs an historic corridor along the New York-

Vermont border.

In 1988 Jeffords's toughest hurdle in winning which a conservative opponent attacked him on issues, but Jeffords won 61%-39%. In 1994 Senator Jan Backus clearly benefited from though little known and not well financed, he not come up until 2000, too long to allow Democratic opponent could be Governor H.

Representative-At-Large. The 1990s will rejected all over the world—except in Vermont four times now elected Bernie Sanders, self-proclaimed Socialist, but also very much a modern Vermont came here as part of the hippie invasion of him win election as mayor of Burlington in 1981. There he governed ably for eight years, using a center, expand low- and moderate-income Champlain and switch the tax base from profit companies using certain public facilities. In 1992 Republican Peter Smith two years before, by summit agreement and his vote for the bill, the Association came out against Smith, and Sanders is the only state with no limits on gun ownership at Vermont's 251 cities and towns, and three Socialists elected to the House, after Victor Meyer of Manhattan's Lower East Side moved to the entire state.

Sanders's Socialist label doesn't matter in accepting him in their caucus, but they have given him ranking minority position on a number of objections of Elijah Cummings and, when elected in 1996, none less than George Stephanopoulos fundraiser. But Sanders adds to an almost universal stamp. He formed a Progressive Caucus, with for the moment a quixotic agenda: progressive healthcare system, a 50% cut in military spending here Vermont speaks—support for family hormone). But Sanders has also been a pro-Republican ally in targeting what they call New Jersey, for example, he passed an amendment on mergers ("payoffs for layoffs"), and he passed defense contractor executives. With Budget three-year phaseout of OPIC, which provides another amendment, which turned out to be a peso bailout. With Gerald Solomon, who battled Wisconsin's Steven Gunderson who was the House's leading backer of the Norquist got into the 1996 Freedom to Farm Act. In 1993, retention of low-income heating assistance maternity stays. He got Majority Leader D. the "gag rules"—HMO directives to deny insurance; Sanders has a patient right-to-

Sanders was reelected 58%-31% in 1997

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Vermont border.

In 1988 Jeffords's toughest hurdle in winning the seat in 1988 was the Republican primary, in which a conservative opponent attacked him on gun control, abortion, and church and family issues, but Jeffords won 61%–39%. In 1994 his serious competition was in the general. State Senator Jan Backus clearly benefited from being a woman in this culturally liberal state and, though little known and not well financed, held Jeffords to a 50%–41% win. Jeffords's seat does not come up until 2000, too long to allow any worthwhile predictions here; one serious Democratic opponent could be Governor Howard Dean.

Representative-At-Large. The 1990s will go down as the decade in which socialism was rejected all over the world—except in Vermont. At least in House elections: for Vermont has four times now elected Bernie Sanders, self-proclaimed Socialist, to Congress. Sanders is not just a Socialist, but also very much a modern Vermonter: the son of a Flatbush paint salesman, he came here as part of the hippie invasion of 1968. His rumpled, tieless, sincere persona helped him win election as mayor of Burlington in 1981 by 10 votes, after losing four statewide races. There he governed ably for eight years, using the city's prosperity to start a municipal day-care center, expand low- and moderate-income housing, put a pollution control facility on Lake Champlain and switch the tax base from property to hotel and restaurant fees and a utility tax on companies using certain public facilities. In 1990, he ran for Congress and reversed his defeat by Republican Peter Smith two years before, by capitalizing on Smith's support of the 1990 budget summit agreement and his vote for the ban on semiautomatic weapons. The National Rifle Association came out against Smith, and Sanders' opposition to gun control—Vermont is the only state with no limits on gun ownership at all—helped this urban-based Socialist carry 227 of Vermont's 251 cities and towns, and three gores and one grant. Sanders became only the third Socialist elected to the House, after Victor Berger of Milwaukee (1911–13, 1923–29) and Meyer London of Manhattan's Lower East Side (1915–23), and the only Socialist elected by an entire state.

Sanders's Socialist label doesn't matter much in the House. Initially Democrats balked at accepting him in their caucus, but they have granted him seniority as a Democrat since 1991, gave him ranking minority position on a Governmental Affairs subcommittee in 1997 over the objections of Elijah Cummings and, when a Democrat had the effrontery to run against him in 1996, none less than George Stephanopoulos came to Burlington to speak at a Sanders fundraiser. But Sanders adds to an almost perfectly liberal voting record his own particular stamp. He formed a Progressive Caucus, with 58 members in the 104th Congress, with what is for the moment a quixotic agenda: progressive tax reform, a Canadian-style single-payer healthcare system, a 50% cut in military spending over five years, a national energy policy and—here Vermont speaks—support for family farms (including opposition to bovine growth hormone). But Sanders has also been a practical and sometimes successful legislator, gaining Republican allies in targeting what they consider corporate welfare. With Chris Smith of New Jersey, for example, he passed an amendment barring Defense spending for defense contractor mergers ("payoffs for layoffs"), and he passed another barring defense spending on bonuses for defense contractor executives. With Budget Chairman John Kasich, he got the House to pass a three-year phaseout of OPIC, which provides risk insurance for foreign investments. He passed another amendment, which turned out to be moot, limiting taxpayer liability for the Mexican peso bailout. With Gerald Solomon, whose Upstate New York district borders Vermont, he battled Wisconsin's Steven Gunderson who was trying to end the milk marketing system; and he was the House's leading backer of the Northeast Dairy Compact which Senator Patrick Leahy got into the 1996 Freedom to Farm Act. Sanders also backed the Indoor Air Quality Act of 1993, retention of low-income heating assistance and the 1996 measure guaranteeing 48-hour maternity stays. He got Majority Leader Dick Armey to agree to a vote in the 105th Congress on the "gag rules"—HMO directives to doctors not to mention procedures not covered by insurance; Sanders has a patient right-to-know bill to prevent "gag rules" in HMOs.

Sanders was reelected 58%–31% in 1992, and considered running against Republican Senator

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September 8, 1998

Biography of Lenora Steinkamp

Lenora Steinkamp was born [REDACTED] (b)(6) [002]
[REDACTED] (b)(6) when she and her family moved to
Washington, D.C.

Lenora has a B.A. degree from the University of Arkansas, and a Masters degree in Early Childhood Education from the University of Central Arkansas. She has 66 additional graduate hours, and is certified in administrative supervision.

Ms. Steinkamp taught kindergarten in the Little Rock, Arkansas public schools for twelve years. As is apparent to the John Eaton community, her first love is teaching.

However, she took time to have a family, and successfully pursued other careers. For seven years, she owned and operated a professional catering business. She styled food for commercial photography, and is credited with magazine covers and commercial advertising campaigns for corporate clients. Also, she was featured in an article in Southern Living Magazine depicting holiday dining in her home. Then, as a licensed securities broker with an investment banking firm, she sold corporate and government bonds to institutional clients.

At present, Ms. Steinkamp is in her sixth year of teaching kindergarten at John Eaton. In addition, she sells residential real estate with Long & Foster, Realtors. She resides in the John Eaton neighborhood with her two sons, and husband.

IS HEAD START SMART?

Restoring the Original Promise of America's Favorite Social Program

BY DIANE RAVITCH

It is hard to think of a federal program that is admired as much as Head Start. It is also hard to think of one that has fallen so short of its ambitions.

When the program was launched in 1965 as the keystone of the War on Poverty, it promised to give young children from poor homes a "head start" on their schooling. But over the years, study after study has produced no convincing evidence that it actually does so. The problem isn't that we can't prepare poor children to succeed in school; it's that we've stopped trying. Head Start can't fulfill its promise in its present form. And unless Congress and the executive branch raise Head Start's aspirations, it never will.

From the beginning, Head Start was designed to be comprehensive: It included educational, social, and psychological services; nutrition and health care; programs for families; and a career ladder for paraprofessionals. It began as a summer program for 500,000 children and was expanded to reach 700,000 children in both summer and year-round settings by the late 1960s.

Unfortunately, Head Start's proponents oversold it, promising that it would quickly lift the IQ scores of poor children and break the cycle of poverty. These inflated expectations were dashed in 1969, when a national evaluation by the Westinghouse Learning Corporation and Ohio University found that the program produced no lasting cognitive or behavioral gains. (There have been hundreds of studies of Head Start since, but no comparable evaluations using a nationally representative sample.) Ardent supporters mobilized to save the program, but future growth and funding were reined in. By 1977 enrollment had dropped to about 325,000, with nearly all children in year-round programs.

Although its luster was dimmed, Head Start remained immensely popular. It's not hard to see why: In addition to whatever educational benefits it confers, Head Start also provides a range of important and popular services — including employment for large numbers of poor parents as teachers and aides. President Bush expanded enrollment in the program from 450,000 in 1989 to 713,000 in 1993. President Clinton further expanded it

to 840,000 — about one-third of eligible children — and now wants to increase enrollment to 1 million by 2002.

Cognitive Loss

Head Start advocates responded to the early negative evaluations of the program's educational value by quietly abandoning cognitive development as its primary goal. Today, Head Start's chief purpose is not to prepare young children for school, but to provide them with nurturing day care, medical attention, and social services and to provide some of their parents with jobs. These are certainly important purposes, but by themselves they will not narrow the large education gap between poor and middle-class children.

Head Start's institutional place in the federal bureaucracy signifies its emphasis on social services rather than education. It began life in the Office of Economic Opportunity, was moved to the Department of Health, Education, and Welfare, and is now ensconced in the Department of Health and Human Services. Its advocates consistently have opposed any suggestion of transferring the program to the Department of Education, fearing that such a move might narrow the program's scope.

Head Start has no standard curriculum for school readiness and cognitive development; in fact, it has no standard curriculum at all. Its "performance standards" are vague and lack substance. For example, each Head Start center is expected to support "emerging literacy and numeracy development through materials and activities according to the developmental level of each child." But in reality, an open-ended statement of this kind does not set any performance standard. Head Start centers receive no guidance about which skills and knowledge to teach or the best ways to teach them.

Indeed, Head Start prides itself on variability from one center to another. As the General Accounting Office has observed, "fundamental to program philosophy [is] the notion that communities be given considerable latitude to develop their own Head Start programs, an idea

that has made variability a defining characteristic of the program." By design, parents must be involved in the development of each center's approach to education (imagine a hospital where patients were expected to decide which treatments were most appropriate). This rule, a remnant of the 1960s ideology of "maximum feasible participation," means that there is no uniform Head Start school-readiness curriculum, no instructional program of proven effectiveness. While local control of public schools is a firmly rooted American tradition, it is odd to see this concept enshrined in a federal program.

Head Start proponents deny that the program de-emphasizes cognitive development, but the low salaries and qualifications of the program's teachers suggest otherwise. As of the 1996-97 school year, the average Head Start teacher earned \$17,802 annually. Senior teachers with 13 years of experience earned about \$20,000 on average, or about \$10,000 less than the *starting* salary of an inexperienced public school teacher in New York City. With pay that low, Head Start cannot compete for well-qualified teachers. It also suffers high turnover, as the best teachers soon leave for better paying jobs.

Educational qualifications for Head Start teachers are correspondingly low. Teachers must possess at least a child-development associate degree, which can be acquired through on-the-job training. Fewer than 30 percent have a bachelor's degree. As presently organized, Head Start virtually guarantees that the children with the greatest educational needs will have teachers with the lowest qualifications.

Health and social services and parent training certainly are important, but they should not eclipse the need to equip disadvantaged young children with the same school-readiness and learning skills their middle-class peers gain at home and in their preschools. Children enrolled in Head Start deserve well-trained teachers who can prepare them for success in school.

The Preschool Difference

Because there is no Head Start educational curriculum, it is impossible to know what children in the program are learning. And because Head Start makes a point of extreme variability among centers, it is impossible to know whether there is any consistency in what children are taught. This bizarre situation must end.

Federal officials should clearly establish school-readiness as a major goal of Head Start. They should develop a curriculum and set standards for what teachers should know and be able to do and what students are expected to learn. The Head Start classroom should be a cognitively enriched environment where children are exposed regularly to literacy, numeracy, and problem-solving activities. The aim should be to elevate Head Start from day care to preschool, without sacrificing its valuable social and medical services.

There is growing evidence that high-quality pre-

school makes a big difference in the lives of disadvantaged children. Studies of the Perry Preschool Program in Ypsilanti, Mich., indicate that a well-planned program — of far higher quality than what is ordinarily offered by Head Start centers — can have large effects on children's achievement, subsequent grade promotions, placement in regular rather than special education classes, and high school graduation. French preschools — which are designed as schools, not day care centers — also have reported positive results. The French programs serve nearly all French children ages 3 to 5. Their teachers and directors are highly qualified and well-paid. The French curriculum is designed to reduce the cognitive gaps between poor and advantaged children; it provides active, carefully planned experiences with language and numbers, as well as arts, crafts, and games. Affluent American parents, eager to give their children a "head start," often send them to preschools with enriched curricula. The Core Knowledge Foundation in Charlottesville, Va., has recently released a set of guidelines for preschool that reflect the best American and French practices.

What's Really Needed

Federal policymakers face a choice about the future of Head Start: Expand it without fundamental change, as the Clinton administration now plans; or change it to emphasize cognitive development and school-readiness. The first option is easier because it requires only more money. But we cannot expect much from expanding a day care program of uneven quality to even more children.

It would be far preferable to redesign the educational component of Head Start while preserving its capacity to deliver nutritional, social, and medical services to children and their families. This would mean recruiting a well-qualified staff of teachers and paying them higher salaries and establishing a national curriculum intended to prepare young children to succeed in school. To be sure, it would cost more, but what we are doing now may be even more expensive down the road. At the very least, when Congress reauthorizes Head Start in the next year or so, it should set up a significant number of high-quality demonstration projects and insist upon careful evaluation of their effects.

In the short run, change will threaten those who see Head Start as a jobs program, a way station for adults leaving the welfare rolls. In the long run, however, a re-configured Head Start could dramatically improve the lives of the nation's most vulnerable children. ♦

Diane Ravitch is a New York-based senior fellow with the Progressive Policy Institute. Martha Wright, a former intern at the Progressive Policy Institute, assisted the author with research.

Emphasis Shifts to Keeping Siblings Together

By PAM BELLUCK

CHICAGO, Aug. 25 — Childhood has not been kind to them, these four brothers and sisters.

Their overwhelmed parents smacked them to keep them in line, counselors say, and the three oldest, now ages 10, 9, and 5, were sexually molested by their mother's brothers. Now angry and insecure, the siblings hit one another, made disturbing sexual gestures, sometimes wet their beds and misbehaved in school.

When child welfare authorities decided to remove them from their parents' home and place them in foster care two years ago, they stood a good chance of being separated from one another. Child welfare agencies have historically focused on finding available foster parents, not on trying to keep sisters and brothers in the same home. And it is hard to find foster parents with room for four, let alone the willingness to take care of so many troubled children.

But this time, Veronica, Chantel, Jimmy and Jermaine, who is 3, were steered toward a new program that pays foster parents a premium — a salary thousands of dollars in addition to money they receive from the state, as well as benefits not offered by the state — health insurance, vacation time, pension and sick days — to persuade them to care for a group of brothers and sisters.

The Chicago program reflects a growing national movement in foster care. Fueled by lawsuits in New York, Chicago and elsewhere, and by a groundswell of lobbying by child welfare advocates, states have begun enacting laws and establishing programs to encourage foster parents to care for several siblings.

"You can't underestimate the trauma children go through when they're separated from their siblings," said Gordon Johnson, the president of the Jane Addams Hull House Association, a nonprofit agency that runs the sibling program.

"On top of the trauma of being separated from their parents, you put them in a strange environment where they're mixed with other kids," said Mr. Johnson, who is a former director of the Illinois Department of Children and Family Services.

Some child welfare officials point out the potential pitfalls of trying to routinely keep siblings together. Special programs like Chicago's are really expensive and the laws and consent decrees involved are often difficult to enforce, if only because there may be more groups of siblings than families willing to take them.

In addition, some officials and ad-

vocates worry that it might compromise another increasingly popular goal: to place children with no chance of being reunited with their parents in adoptive families as soon as possible, removing them from the limbo of foster care. It is always easier to find a family to adopt just one child.

But increasingly, most foster care experts agree that trying to keep brothers and sisters together is at least a worthy goal because it could help maintain some thread of consistency for children whose small worlds are being otherwise ripped apart and whose history of abuse may have made them more dependent on each other.

Since the majority of children in foster care have siblings who are also in foster care, keeping them together is no small task. In some states, as much as 80 percent of foster children have siblings in the system and half or more are scattered among different foster homes. And many child welfare agencies report seeing more large sibling groups, possibly because social workers who find one abused child in a family are now more inclined to quickly remove the other children.

Last year, California passed a law allowing foster homes to take more than six children, the maximum, if the move kept brothers and sisters together. Ohio, Massachusetts and New York took up similar measures in 1996.

Minnesota and Alabama recently began requiring that siblings be placed together whenever possible, according to the Child Welfare League of America, a national advocacy group.

In New York City, a small program begun last fall gives foster parents who take in sibling groups a rent-free apartment in a building in Rego Park, Queens, pays them an extra stipend and provides benefits like laundry service and baby sitters.

California's Social Services Department is giving social workers special training in placing siblings together and has recommended that counties pay prospective foster families to wait until sibling groups are available. New Jersey has just begun heavily recruiting foster parents who will agree to take sibling groups.

Kentucky provides an extra stipend for foster families that care for siblings. Florida is setting up a pilot program along the lines of the Hull House program in Chicago. And Illinois has another program that gives foster families extra money for rent if they move to a larger house to take in more brothers and sisters.

"More and more people are talk-

When Using Foster Homes

ing about it and trying to do better," said Kathy Barbell, director of foster care for the Child Welfare League.

"It's like a light bulb went off," she said. "What is the longest relationship you have with any person? It's your siblings. And there are more former foster children searching for their siblings these days than for their biological parents."

In some ways, these sibling initiatives reflect a broader national movement to give foster children more stability. New York City and other systems are championing plans to keep foster children in their original neighborhoods, and many states, like Illinois, are trying to place more children with relatives, which can also lead to more sibling contact.

So far, the fledgling programs for siblings are making incremental differences, as states weigh priorities in foster care placement. What should social workers do, for example, if a family takes in one child but does not have room for a sibling taken from the parents later, or for a new child born to the parents?

In New York City, a class-action lawsuit filed by the Legal Aid Society against the city was settled in 1993 with an agreement requiring that siblings be placed together when it is



Cynthia Howe for The New York Times

Mary Hardwick, 58, an experienced foster mother, took in four siblings — Veronica, 10, Chantel, 9, Jimmy, 5, and Jermaine, 3 — as part of the Neighbor to Neighbor program in Chicago that keeps siblings together.

in their best interests. More sibling groups are being placed together now, 51 percent in 1996, up from 45 percent in 1990 when the suit was filed. Jennifer Folk, a spokeswoman for the Administration of Children's Services, says the main reason brothers and sisters are separated is that a social worker decides they need different types of medical or mental health care, or a relative offers to take only one or two of the children. Child welfare advocates believe more sibling groups should be kept together.

In Chicago, the Cook County Public Guardian won a similar consent decree with a suit against the state, including a provision that siblings, when separated, should visit each other twice a month. Still, two-thirds of Illinois's 37,762 siblings in foster care are separated from some of their siblings and only about half of those children visit each other twice a month, said Mary Sue Morsch, a deputy director of the Illinois Department of Children and Family Services, adding that her department was working to improve the number of siblings kept together and the number of visits between children separated from brothers and sisters.

Mr. Johnson said he wanted to

expand the Hull House program Neighbor to Neighbor beyond its 30 foster families. He said that placing siblings together makes it easier for social workers to assess whether children should be reunited with their parents, one goal of the program. Even if they are separated later by adoption, he said, they have at least been together for a while.

Very few studies have tried to measure the consequences of sibling group placements. One recent small study of preschool foster children living near Syracuse found that children living with their brothers and sisters were more emotionally stable than children separated from their siblings but did not do as well on cognitive tests, perhaps because older siblings, rather than parents, taught the younger children skills like increasing their vocabulary or naming colors, said the author, Maureen C. Smith, an assistant professor of psychology at Chicago State University. Professor Smith said she concluded that sibling placements should not be automatic, but should depend on each child's needs.

Aware that they are plowing new ground, some sibling programs try to move quickly when conflicts between siblings and other difficulties arise after placement. After prob-

lems cropped up between brothers and sisters in one of the New York program's foster families, two brothers were moved temporarily to another home in the program, trading places with two sisters from another family, said Sue Goldman, assistant director of foster home services for the Jewish Child Care Association, which runs the program.

In Chicago, Hull House gives its foster parents intensive training and monitors the families closely — at least once a week. In exchange for a \$16,000 annual salary (which supplements the regular state stipend of roughly \$415 per child per month), Hull House treats foster parents like full-time employees. They cannot hold another job and can be dismissed quickly, for cause.

That is what happened to the first Hull House foster mother who took in Veronica, Chantel, Jimmy and Jermaine. The woman, Bobbie Luckett, 56, tried hard to establish order and consistency for the children, who gorged themselves on food as if they never had enough and who were often very rough with one another. Once, Ms. Luckett said, Veronica brandished a kitchen knife at her. Chantel had trouble at school, calling a substitute teacher epithets and harassing other children.

Ms. Luckett often consulted the program's caseworkers and therapists for guidance and used methods like the Good Kid Chart, a checklist of goals like "I did not fight before school" and "I did not argue tonight." But in February, about a year after the children came to live with Ms. Luckett, the girls locked the boys in a closet and Ms. Luckett's adult daughter, who was baby-sitting, lost her temper and struck the girls with a belt, said Michael Heard, a Hull House therapist. Within 24 hours, the children were removed and placed with Mary Hardwick, a 58-year-old woman with years of experience as a foster mother.

Ms. Hardwick says the four children are the most troubled she has cared for. In addition to problems at home, the girls were once kicked out of a church program for fighting with each other. But Mr. Heard says that with Ms. Hardwick's steady approach, he is seeing gradual progress: Jermaine is becoming more verbal, all four are playing together in a friendly way in group therapy sessions. On balance, he believes, they are gaining stability.

"I guess they really love each other," Ms. Hardwick said. "They just don't know how to express it. But all of them together is better. I wouldn't want to be split up from my sisters and brothers."

Blueprint for behavior

Nurturing a feud over families



By Suzy Parker, USA TODAY

COVER STORY

Book says parents just play genetic part in personality

USA Today
8/24/98

Proposal would cut price of insurance

By Samuel Goldreich
THE WASHINGTON TIMES

A coalition of health insurers and employers proposed a blueprint to lower premiums yesterday, offering a free-market alternative to the patients' rights bills before Congress.

The eight-point plan released by the Council for Affordable Health Insurance calls for a series of tax and regulatory changes designed to shift decisions on health care and coverage from employers to individuals in an effort to curb spending.

But critics say several of the council's proposals would enable employers to shift more costs to workers without any improvement in access to quality health care.

Both sides say something has to be done about people being priced out of health insurance markets, but they differ on what regulators should do about it.

A recent American Hospital Association study predicted that the number of uninsured Americans will increase to 45.6 million by 2002, up from about 40 million now. That continues a trend that has been uninterrupted since President Clinton took office in 1993 and vowed to extend insurance coverage to the nation's 36 million uninsured.

The administration has responded by pushing Congress to expand coverage under the Medicaid health insurance program for the poor and disabled. Health and Human Services Secretary Donna E. Shalala is presiding over a new federal and state effort that is designed to add 5 million children to the Medicaid rolls over the next five years at a cost of \$24 billion.

"Too many working parents can't afford health care for their children, and too many children are at risk," she said yesterday in a statement announcing approval of South Dakota's children's health plan, the 31st such state program approved.

But the council said that the only way to solve the problem of expanding insurance coverage is to make individuals more responsible for health spending.

"The consumer does not know how much health care costs in this country," said Karen Kerrigan, president of the Small Business Survival Committee.

The group supports the council's plan, which would:

- Increase personal responsibility by allowing health plans more power to impose "cost-sharing." The council calls for expanded use of Medical Savings Accounts and other plans that rely on patients paying high insurance deductibles.

- Support guaranteed access and continuous coverage by creating incentives and penalties for individuals to buy health insurance. People seeking to buy insurance only when they are sick would face higher premiums or longer periods of non-coverage for pre-existing conditions. The plan also supports creation of guaranteed access programs with premiums limited to 150 percent of the average.

- Allow more flexible pricing in the small group market pegged to the risk of covering individuals. The plan would eliminate broad

From page B7

"community ratings" imposed in many states that requires the same premiums for everyone.

- Reform liability laws to limit extraordinary jury awards in malpractice cases.

- Increase disclosure so consumers will know about future premium increases and the price of health services in advance.

- Enable consumers to buy coverage without mandated benefits such as a 24-hour hospital stay when delivering a baby.

- Give individuals 100 percent deductibility for health insurance.

- Increase consumer education so patients know the limits of their coverage and the relationship between benefits and premiums.

The council estimated that premiums would drop between 44 percent and 63 percent for individuals and between 37 percent and 56 percent if all of its recommendations were enacted.

Washington Times
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Blueprint for behavior

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respectability for the skinny kid from Hoboken. Sinatra persuades his close personal friend Sam (Momo) Giancana to deliver Teamster votes in primaries and again in the race against Nixon. But after the election, RFK's crusade against organized crime freezes Sinatra out. When the First Swinger cancels plans to stay at Sinatra's Palm Springs pad, crashing at Bing Crosby's instead, Frank goes psycho. "Crosby's a Republican!" he bellows at Lawford (Angus Macfayden), who serves as errand-slash-whipping boy for the Kennedy and Sinatra camps.

Psycho Frank inspires Liotta's best loose-cannon material. But he's not built for Heartthrob Frank: his grin is too chipmunk-cheeked, his blue eyes too crazed for us to buy Marilyn and Ava falling for him. Likewise Joe Mantegna's Dean Martin, whose oily pompadour is no substitute for Dino's affectless, bibulous charm. Don Cheadle looks like Sammy, but his wattage is too low, whether he's sucking up to Frank or gamely dancing to choreography by tap prodigy Savion Glover. Bobby Slayton does a nicely hostile Joey Bishop, but he is, as in life, only a marginal presence. And Lawford may well have been the sniveling weasel Macfayden makes him out to be, but we never get a hint of the English cucumber cool enough to squire a Kennedy. Sinatra had more charisma in his pinky ring than these five wanna-bes. Their R-rated steam-room camaraderie feels forced. They're not larger than life, they're smaller—except for Petersen's dashing JFK. One look from his glinty eye and you think, *this cat is a real gasser, chicky baby*. The rest seem like Clydes. ■

I D E A S

Who Needs Parents?

A new book argues they have no effect on kids

BY SHARON BEGLEY

IT'S NOT THAT JUDITH RICH Harris thinks you should beat your children. And she's not arguing that you should ignore the little tykes, or tell them they are lazy idiots when they fail in school, or give in to the tantrums they throw in the grocery store. But Harris, a New Jersey grandmother and writer of psychology textbooks, does claim that nothing you do or fail to do will make a whit of difference to the kind of adult your kid becomes—not in temperament, character, personality or intelligence.

When Harris's new book, *The Nurture Assumption* (480 pages. Free Press. \$25), lands in stores next month, it will likely trigger the biggest storm in psychology since "The Bell Curve" argued that blacks are inherently inferior in intelligence. It is already provoking passionate debate among scientists and therapists because it argues that parents make only a single lasting contribution to their children's future: their genes. Behavioral genetics—the field that examines how much heredity shapes personality—finds that genes account for maybe half of the differences among people in such traits as timidity, impulsivity, thrill-seeking and amiability. The other half comes from "environment," which includes things like a loyal friend or a humiliating high-school year. Most scientists also include, under environment, how parents treated the kid. Not Harris. The idea "that what influences children's development ... is the way their parents bring them up," she contends, "is wrong." A peer group, not parents, "determines the sort of people [children] will be." Her conclusion rests on her analysis of other scientists' research, especially studies of twins. Identical twins reared in the same



Never mind: Quality time is wasted time, Harris says

home, for instance, are no more alike than those reared apart. And two children adopted by the same parents turn out no more alike than a duo raised separately.

The implications of Harris's theory are profound: a parent's love and affection does not make a child self-confident and friendly; reading her bedtime stories does not instill a love of books; getting divorced does not make a child insecure; giving in to a child's tantrums does not reinforce his explosive temper. Not even making a child miserable has long-term consequences (except in how much he loves you), argues Harris, who has no academic affiliation and no Ph.D. Her idea will be welcome news to guilt-ridden parents convinced that missing one round of "Goodnight Moon" will scar a child forever. "Through no fault of their own," she says, "good parents sometimes have bad kids."

This offer of absolution worries child-development experts. Dr. T. Berry Brazelton, professor of pediatrics at Harvard Medical School and best-selling author, argues that "the basis for all learning, social and cognitive, is laid down by parents in the first years of a child's life." That foundation helps a child forge an identity, which guides his choice of friends. But Harris doesn't buy that. No wonder linguist Steven Pinker of MIT predicts that "The Nurture Assumption" "will come to be seen as a turning point in the history of psychology." Let the debate begin.

With ERIKA CHECK

looks once considered taboo for larger sizes: tight sweaters, hip-hugging jeans, even Lycra party dresses. At a recent Lane Bryant fashion show in New York, models who could pinch an inch or two strutted their stuff in sheer tops with visible bras, a style that even many slim women would be nervous about wearing. "When I was a 12-year-old fat kid, I was ridiculed mercilessly," says model Kate Dillon, now 24 and a size 14. "My life would have been changed if the plus market was as high-profile when I was a kid." She arrived at the show in a tight crocheted dress—and she fit in perfectly. There wasn't a mummy or tent dress in sight.

VERONICA CHAMBERS with RUTH TENENBAUM and JILL JORDAN SIEDER in Atlanta

LEFT AND BOTTOM RIGHT: PETER L. GOULD—IMAGES (2); TOP: ANTHONY DIXON—LPI

Robert Wright

The Power of Their Peers

A book argues that parents have little influence. Provocative. But true?

PSYCHOLOGISTS CAN CALL OFF THEIR CENTURY-LONG search for the key to rearing a good child—not because they've found it but because it doesn't exist. At least, that is the thesis of a soon-to-be-published, destined-for-controversy book, *The Nurture Assumption* (Free Press; 480 pages). Its author, Judith Rich Harris, states baldly that parents do not have "any important long-term effects on the development of their child's personality."

Harris is not saying that the genetic lottery sets a child's destiny. Around half of the difference in personality among kids, she notes, is unaccounted for by genetics. Rather, she is saying that the crucial environmental influence is outside the home.

There kids absorb the values of peers and find a niche in the local ecology. They become known as tough or nice or wacky or wicked, and personality starts to harden. Granted, parents can shape behavior within the home. But in the wider world, Harris argues, the child is a different person, and there lie the roots of the budding adult.

Harris' clever and witty book makes this argument with power, but that's partly because she doesn't brake for subtleties. A classic 1928 study, she writes, found that children who violated rules at home "were not noticeably more likely than anyone else to cheat on a test at school or in a game on the playground." Actually, that study did find some correlation between honesty inside and outside the home. And psychologist Douglas Jackson has reanalyzed the data with modern statistical techniques and found a very high correlation.

To be sure, pop-psych notions about how you create a good kid—about some simple, magical parenting style—were due for the thrashing Harris gives them. Behavioral geneticists have learned that identical twins reared together are scarcely more alike than identical twins reared apart. This and other data suggest that the "shared environment" of siblings—including the overall household atmosphere and child-rearing tenets that parents apply to all their kids—have little straightforward effect on personality.

Rather, say behavioral geneticists, the "non-shared" environment is where the action is. Jimmy and Johnny find different peer groups at school, or different niches in a single peer group; Jimmy becomes valedictorian, Johnny becomes trouble. What's a mother to do? Non-shared environments outside the home, not parents, get the blame in Harris' theory.

But non-shared environments can also exist inside the home. Maybe, for example, parents treat siblings different-

ly—doting on Jimmy and screaming at Johnny, say—and that is why Johnny went bad. If Harris is to demolish the nurture assumption, she must somehow dismiss such dynamics.

She tries. She pungently punctures various arguments linking parental treatment to child behavior. Maybe mommy's screaming at Johnny didn't cause his misbehavior, as some scholars naively assume, but rather was caused by it. Maybe. Still, maybe the screaming made things worse. Or maybe mommy was subtly favoring Jimmy all along. How would you know for sure? The more puncturing of arguments Harris does, the more you realize that the whole issue of non-shared environments in the home is disconcertingly complex, nearly opaque to science.

One of the few exceptions is birth order. (Maybe younger siblings get treated differently by parents, or face some other "microenvironmental" effect, such as getting slugged by older siblings.) Harris tries at length to debunk correlations between birth order and personality, but even if she succeeded, it wouldn't much matter. Birth order is but one of countless possible reasons that parents might treat kids differently. Most others are nearly impossible to study—and in any event are not well studied. Nonetheless, Harris, having grappled with the tip of the iceberg, declares victory.

A boy in Arkansas shoots schoolmates; his younger brother doesn't. Why? Did alienation at school reach critical mass because he felt less loved at home than his brother? Did schoolyard rejection make him morose, hence impervious to a parenting style that worked well enough with his brother? Is that the key—calibrating your parenting style to your kids' different needs? We just don't know.

In between too-breezy formulations of her thesis ("parents count zilch"), Harris makes key qualifications. She recognizes that moral attitudes are more malleable than personality traits. She even thinks there are a few things parents *can* do for their children. And she argues that good teachers can matter, shaping the ethos of a child's peer group.

Harris' core, convincing message—that many parents wildly overestimate their influence—may usefully calm some nerves in this age of high-anxiety parenting. But it may also do the opposite. These days much parental fretting is already going into the shaping of peer groups and their context. Which private school? Soccer on Saturday or French lessons? Birthday party at Marva Tots or the Discovery Zone?

Relax. Science hasn't answered these questions either. ■



ZOHAN LAZAR FOR TIME

Teens put parental influence first, but some see it fade

By Karen S. Peterson
USA TODAY

Fifteen-year-old Jenifer Scheyer says it is impossible for her to name just one major influence in her life.

"My life is a big mix, with so many influences. I'd like to say my parents first, and people like Michael Jordan and other athletes and movie stars when they do stuff that looks cool, and models and girls' magazines," says Jenifer, of Northbrook, Ill.

"I also have some close friends I trust to influence me and also my boyfriend. And what my parents tell me really does affect me. You have to put all these things together and make a choice yourself."

Jenifer is addressing the premise of a new book on influences on children, *The Nurture Assumption* (The Free Press, \$26).

The volume is sparking a fiery debate among child-development specialists over which influences kids more: parents or the wider world. (See Cover Story, 1D.) Author Judith Rich Harris claims that what parents do, other than passing along their genes, makes little difference.

Although they may lack the perspective of the experts, members of USA TODAY's Teen Panel, including Jenifer, are eager to join the debate.

About half say nobody influences them more than their parents. The other half — mostly older panelists — aren't so sure. Parental influence was crystal-



USA TODAY's Teen Panel currently has 20 members; four are moving on to college this fall. Panelists were selected from 600 applicants.

The group reflects the USA's geographic and ethnic diversity.

USA TODAY checks with them occasionally about issues from the controversial to the mundane.

clear when they were younger, but now peers and other outsiders have the edge.

"My parents had a great deal of effect up until I was in middle school," says Will Shelton, 16, of Knoxville, Tenn. "The things they taught me I still remember and hold to, but at this age in high school your friends have a

'Assumption' not without controversy

The Nurture Assumption (The Free Press, \$26) is arriving in bookstores in a whirlwind of controversy.

Pundits already are calling Judith Rich Harris' look at the nature-nurture debate everything from dangerous to right on target.

Harris concludes, after reviewing the research of others, that parents vastly overrate their influence on children, other than what they bequeath them genetically. More important are peers, who can be problematic.

From Harris' book: "I believe high or low status in the peer group has permanent effects on the personality. Children who are unpopular with



By Tom Sobolik, The Free Press

Harris: 'Status in the peer group has permanent effects.'

their peers tend to have low self-esteem, and I think the feelings of insecurity never go away entirely. You have been tried by a jury of your peers and found wanting."

whole lot of influence. My religion does have influence. And some teachers: My history teacher last year had a great deal of influence. He was just very honest. If he said something, he meant it."

Ari Goldberg, 16, of Boca Raton, Fla., says the swerving to peers begins sooner than middle school. "As soon as a child starts school, he is with friends and teachers from 9 a.m. to 3 p.m. He's with his parents two hours over dinner, and

then everyone goes to sleep."

By middle school, Ari says, the child is truly more under the influence of peers than parents and even less apt to talk with his folks about "sex, drugs and alcohol." The fallout is diverse. For the child, the lessening influence of parents is "a good thing because he is not enslaved to his parents' ideas," Ari says. "It's a bad thing because he tends to drift away from his family. And it is a natural thing because that is the way nature

takes it course."

Mike Baab, 16, of Seattle says parents are very important, "but your environment totally changes how you turn out. Your friends are way up there." If parents were the most important influence on a child, siblings would turn out more alike, he says.

Body piercing seems to be a line of demarcation between parental and peer influence. "A week ago I got my tongue pierced," says Tighe Herren, of Louisville. "I was influenced by my friends who did it. I am 18, going to college, beginning my own life, and it is a statement of individuality."

Tighe says that by about age 13 parental influence is replaced by peer influence. "I think you start realizing you are your own person and can make your own decisions, consider all your options, rather than simply following blindly what your parents want you to do."

Greg Bailey, 18, of Dallas has had an eyebrow and his tongue pierced, acts that were "absolutely not influenced by my parents." He absorbs "a lot of influence from the culture I hang with around the clubs, with the band I play with," Greg says. "I definitely have a lot of influence from my friends. I'm rarely home anymore."

Peer influence is not always benign, some teens say. Even some of his friends in his advanced study program "are not totally serious about studying, and that affects me," says Mario Francisco Penalver, 17, of

Remarks

**FIRST LADY HILLARY RODAHM CLINTON
SCHOOL MODERNIZATION DAY
WASHINGTON, D.C.
SEPTEMBER 8, 1998**

Thank you, Lenora [Steinkamp] for that kind introduction, and for your friendship over the years. It's a pleasure to be here at John Eaton School, and to join you and the many other committed and inspiring teachers here. It's an honor to join District Superintendent (Arlene) Ackerman, who has done so much to inspire a spirit of reform and renewal in the DC school system; our tireless supporters in Congress, Senator Jeffords and Congresswoman Eleanor Holmes Norton; and perhaps most important, the students, parents, and friends of John Eaton. A special thanks to your principal, Jean Tate, for hosting us today.

It's wonderful to see so many friends and advocates who are committed to giving these young people one of the greatest gifts we can ever give them: a good education. There is no more important work taking place in our nation's capital than what you do here in these classrooms every day on behalf of our children.

I'm also pleased to be meeting here in the school library - surrounded by the books that will open up the minds of your students, and encourage their love of reading. I understand that the parents of this school helped raise funds last year to buy a whole new set of books for this library - a lasting investment in the future of these students - and a testament to the level of parent participation that has always been the hallmark of John Eaton's legacy over the years.

First, I want to congratulate everyone here for a highly successful first week of school. I've been very impressed that every school in the system opened on time (for the first time in four years); with teachers ready to teach, students ready to learn; and facilities repaired. And today, many of DC's sixteen new charter schools are opening their doors -- another cause for excitement and hope. A few weeks ago, Superintendent Ackerman testified on Capitol Hill about her vision to "create an exemplary school system that prepares our students for college, for good jobs, and for life in the 21st Century." And from what I've seen over the past few months, I have no doubt she and all of you will succeed.

I'm also very pleased to be here at John Eaton, which serves as a model of excellence throughout the District -- not only for its high achieving students and outstanding staff, but also as a training site for teachers and administrators across the DC public school system. This wonderfully diverse school proves that every child can learn -- and excel. All of us here today already know what Redbook has just recently discovered -- that John Eaton is not only one of the best schools in DC, but in all of America.

Yet even the best schools face difficult challenges. As all of you know too well, some of your students had to be moved out of their classrooms into the library last year -- because a leaky roof made teaching almost impossible. And on some winter days, these bright young students would come to a school with no heat -- because the boiler didn't work properly. So I was very

pleased to just learn that these problems have been fixed, and kids are now back in their classrooms -- ready to learn. But as we all know, there is much more that needs to be done here and in schools across the country to prepare our students for the 21st Century.

Meeting that challenge is what brings us together this morning. Today, I'm joining the President and Cabinet members and other Administration officials who are visiting schools like this one in communities nationwide to celebrate "National School Modernization Day." We're here to underscore the urgent need to improve and modernize our schools and to highlight this Administration's initiatives to meet those needs -- by repairing old schools and building new ones; creating smaller classes with well trained teachers; and ensuring every school has access to the technology of the 21st century.

The challenges before us are daunting. First of all, this nation is facing a school facility crisis. A 1996 GAO report stated that here in DC, 97 percent of our public schools needed to be upgraded or repaired. In fact, one third of all schools in America need extensive repair or should be replaced. A recent government report on the state of our nation's schools informs us that one high school's heating depended on a fireman stoking a coal furnace by hand; raw sewage backed up on the lawn of a junior high school because of defective plumbing; and students at an elementary school were exposed to chipping and peeling lead paint -- and boarded up windows.

These examples are taken from schools across the country. But we don't have to look farther than our own backyard to see how disruptive these kinds of conditions can be to the quality of teaching and learning in our classrooms. While much work remains to be done, DC's schools are clearly making progress. As you know, all schools opened on time this year because many important repairs were made before the school year started. And I'm pleased that the Clinton Administration has been your partner in this effort, committing over \$60 million on repairs and construction throughout the DC public schools over the past year. Yet the job is far from finished. It will cost over \$2 billion to fully modernize the District's schools.

Schools systems here and around the country are also facing major problems of overcrowding -- caused in large part because there's not enough space -- or sufficient funding -- to build new schools. And again, studies show that students in overcrowded classrooms score significantly lower in both math and reading than their counterparts in better facilities.

If we don't begin solving these problems of deteriorating schools and overcrowded classrooms today, we will be overwhelmed by them tomorrow. A new report by the U.S. Department of Education reveals that for the third year in a row, record number of America's children are attending schools -- and that this dramatic wave of new students will remain high for another ten years. Short term solutions won't work. We must act now to hire new teachers, repair aging schools, and build new ones, if our children are to succeed in the 21st Century.

We can view these record number of new students as an insurmountable problem. Or we can seize this time as an historic opportunity to give each and every one of them a world-Class education, so that they can grow up safe and healthy and fully prepared to become active citizens in their community, and keep America the greatest land of opportunity and promise in the world.

And make no mistake -- this Administration is taking up that challenge.

This year, the Administration has proposed a \$22-billion school construction plan to renovate, modernize, repair or build 5,000 schools. Half of that assistance would go to the 100 school districts with the most low-income children. Under the President's plan, District schools will receive \$85 million for repairs and new construction. The President is also proposing to hire 100,000 quality new teachers for the first three grades, to help reduce average class size to 18 students. And he's asked Congress to fully fund his education technology initiatives -- so that every child in America has access to computers and the Internet -- the tools of the future. Today, only 27 percent of America's classrooms are wired to the Internet.

So far, Congress has refused to support these proposals -- but there is still a month left in this legislative session, and the President believes, as I do, that it's time to reach across partisan lines to give all of America's children the quality education they deserve.

Here in DC, we are seeing progress toward that goal on every front. Thanks to inspired new leadership at the top, committed allies in Congress, and dedicated teachers and parents like yourselves, the District is engaged in a concerted school reform initiative based on accountability and standards. The result has already led to higher test scores at every grade level, and a highly successful Summer enrichment program. I also want to commend Superintendent Ackerman and others for a significant investment in teacher training; and a concerted effort to engage parents and the community in the education of their children -- at home and at school.

The Clinton Administration has strongly supported these reform efforts in the past, so it is my particular pleasure and honor today to announce two new grants that will help strengthen and sustain your ongoing progress. First, a new \$10 million U.S. Department of Education grant will help every school in the District of Columbia improve the quality of teaching and learning -- particularly in the area of reading. Most of these new funds will be used to acquire reading specialists in every school -- to help teachers develop a strong reading instruction program.

Reading is the very foundation of learning -- and hiring a reading specialist in every school was one of the top recommendations of the National Academy of Sciences as an effective way to improve literacy skills. As you know, the President's America Reads Challenge seeks to ensure that every child can read by the end of third grade -- and this grant will clearly help all of you meet that important goal and unlock the wonders of these books that surround us here today. These funds will also be used to improve the overall quality of teaching by creating a Professional development resource center, and by developing a parent and community outreach program. Next year, a similar grant will help place a math specialist in every District public school -- so that we can improve math instruction as well.

I am also very pleased to announce a \$1.8 million award aimed at helping our students make that critical transition from the classroom to the work place. This new partnership between the city and the U.S. Departments of Labor and Education will encourage academic excellence, and open the doors to the high skill, high wage jobs of the future. The entire community must

play a role in making sure our kids have a realistic view of what it takes to succeed in the 21st Century, and the District's School to Careers plan does just that -- by calling on employers such as BellAtlantic, the World Bank, Clyde's Restaurant Group, the AFL-CIO and city government itself to provide adult mentors and work-based learning opportunities.

These federal grants are designed to further support the District's comprehensive school improvement program to improve the quality of teaching and learning. Among other federal initiatives, they build upon a \$5 million grant by the Education Department that I announced last March, aimed at keeping the doors of 80 DC public schools open this summer, so that 20,000 of our young people could take extra academic instruction in reading and math. And I've heard that program was a resounding success.

I'm here today to underscore this Administration's and my own personal commitment to stand by you and support your efforts -- in whatever way we can -- to ensure that the students in our nation's capital receive the world-class education they deserve and need to flourish in the 21st Century. Much hard work remains to be done ahead. But today, we see the progress that's being made; we know we're on the right track; and we recognize that we're all in this together for the long haul.

There's an old saying: "Fix the roof when the sun is shining." The sun is shining on this nation right now. Our economy is strong. We have the resources to make these investments in our children's and nation's future. What better way to invest in that future than by rebuilding and modernizing our schools and training new teachers -- so that students at John Eaton and every school in America can reach their fullest potential and embrace the extraordinary opportunities of a new century.

Thank you.

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USA TODAY

September 9, 1998, Wednesday, FINAL EDITION

SECTION: NEWS; Pg. 10A

LENGTH: 425 words

HEADLINE: Clintons find changing subject can be difficult

BYLINE: Richard Benedetto; Barbara Slavin

DATELINE: SILVER SPRING, Md.

BODY:

SILVER SPRING, Md. -- With summer vacation and his latest overseas jaunt behind him, President Clinton began in earnest Tuesday to try to project an image of business-as-usual for a White House beset by the Monica Lewinsky scandal, the worst of which may lie ahead.

Clinton took a motorcade about 22 miles to the Pine Crest Elementary School in this leafy suburb to tout his education proposals. He left behind a Washington awash in talk that a damaging report about the president from independent counsel Ken Starr will be released soon.

He also dispatched his wife, **Hillary Rodham Clinton**, and his attorney general, Janet Reno, to talk up administration education proposals at schools in Washington.

But try as he might to change the subject, Clinton found the repercussions of the Lewinsky affair hard to escape.

Reno, on the same day she was plugging the president's school plans, announced that she was opening a 90-day preliminary investigation into whether Clinton tried to circumvent campaign spending limits in the 1996 campaign.

And as the president's limousine cruised up to the school, it passed a bevy of signs held by neighborhood residents, most calling on him to resign or stop lying.

Inside, the audience of about 150 was composed of local public officials, school board members, education lobbyists and educators. They gave the president a warm welcome when he entered the auditorium. Students were nowhere to be seen.

For **Hillary Clinton**, it was also back to a perennial topic before

an audience almost guaranteed to be enthusiastic. She praised school modernization at **John Eaton elementary school**, in the heavily Democratic Cleveland Park neighborhood of Washington.

The first lady was introduced by Lenora Steinkamp, a kindergarten teacher at Eaton and a friend of the Clintons from Arkansas.

"I am delighted to be here on such a sunny, clear, happy, hopeful day," the first lady said, looking composed and fresh in a powder-blue suit.

Before a crowd of parents and staff in the school library, she praised Eaton as "an exemplary model of public education." She then made a brief appearance in the auditorium, where the 400 students greeted her with joyous whoops. She took no questions from children, parents, staff or press.

For some parents, nervous that their children might ask about the Clinton's marital situation, that was a relief. "My son would have asked her if she wanted a divorce," said Beth Wolf, whose son, Andy, is in the fourth grade.

LANGUAGE: ENGLISH

LOAD-DATE: September 09, 1998

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September 09, 1998, Wednesday, Final Edition

SECTION: METRO; Pg. B03; METRO IN BRIEF

LENGTH: 1078 words

HEADLINE: METRO IN BRIEF

BODY:

MARYLAND

Wheaton Teenager Leaves Intensive Care

A Wheaton teenager who received an unprecedented number of organ transplants left the intensive care unit of a Florida hospital for the first time in more than three months yesterday, a hospital spokesman said.

Daniel Canal, 13, was transferred to a surgical ward at the University of Miami's Jackson Children's Hospital. He had been in the hospital intensive care unit since mid-May as he recovered from his multiple organ transplants.

"It's a sign that we're starting to feel comfortable with his progress," spokesman Omar Montejo said.

Canal had been in intensive care since he received his first new liver, pancreas, small intestine and stomach at the hospital May 15. His body rejected his first transplant, forcing doctors to attempt a rare second four-organ transplant on June 2.

But those organs also were rejected, and doctors tried again 2 1/2 weeks later.

Canal had been waiting for a transplant since he was 8 years old, because of a condition in which his small intestine twisted and stopped functioning. But he waited for five years before suitable organs became available, and his other organs weakened during the long wait, forcing doctors to attempt the risky four-organ procedure.

Sweepstakes to Stop Misleading Statements

A sweepstakes company will stop making misleading statements on its Maryland sweepstakes mailings, Maryland Attorney General J. Joseph Curran Jr. announced yesterday.

Under the terms of the settlement, American Family Publishers of Jersey City will stop its "prompt-pay" sweepstakes in Maryland. The sweepstakes requires that an entry be accompanied by a payment for an item already ordered, Curran said.

The company also will stop mailing promotional material implying that Maryland consumers' odds of winning are increased by buying magazine subscriptions and other items, the attorney general said.

Under the terms of the settlement, the company must publish a statement saying customers are not required to purchase anything to be eligible for a prize. The company also agreed to pay \$ 50,000 to cover the costs of the state's inquiry.

The sweepstakes, endorsed by celebrities Ed McMahon and Dick Clark, features prizes up to \$ 11 million. American Family Enterprises is jointly owned by Time Inc. and a group of private investors.

THE REGION

Rain Offers a Respite -- but That's About It

And on the 20th day, it rained. Finally.

The drought that began in mid-August officially ended overnight Monday as Reagan National Airport recorded .34 inch of rain, the National Weather Service said yesterday. Baltimore-Washington International and Dulles International airports got even wetter, with both recording at least half an inch.

The precipitation was a welcome respite but hardly enough to make a real difference to bone-dry lawns and gardens. Nor can Weather Service meteorologist Jim Travers offer much hope for a repeat any time soon. The forecast, he said, calls for dry conditions into next week.

VIRGINIA

Testing of Stream for Pollutants to Expand

Four Northern Virginia jurisdictions that share Four Mile Run have agreed to expand testing of the stream for pollutants, including fecal coliform.

The agreement among Alexandria, Falls Church and Arlington and Fairfax counties is intended to reduce the high levels of pollutants that have been found in recent years in the stream.

Several of the localities pay for occasional testing of the 10-mile stream by their own officials. But the new system will establish a long-term regional testing effort, with permanent testing stations.

Goose Carcasses Likely Left by Hunters

The carcasses of 15 Canada geese were found on the grounds of The Washington Post's Springfield plant

last week, and Fairfax animal control officials said yesterday that they were likely left there by hunters.

The geese were discovered in three bags with their breasts cut out on Sept. 2, leading investigators to initially suspect illegal hunting. But the investigators later found that nonmigratory geese hunting season had begun Sept. 1, a week earlier than usual.

THE DISTRICT

Schools to Get \$ 12 Million in U.S. Grants

The D.C. public school system will receive nearly \$ 12 million this school year in federal grants to help its reform efforts, first lady **Hillary** Rodham **Clinton** announced yesterday at **John Eaton Elementary School** in Northwest Washington.

Most of a \$ 10 million grant from the Department of Education will be used to fund reading specialists for schools in the 146-school system that do not have them, and to pay for additional reading services for schools that already have reading specialists.

"We know without a doubt that reading is the foundation of learning," said Clinton, who appeared at the school with Superintendent Arlene Ackerman and other officials.

The Education and Labor departments also are giving city schools nearly \$ 2 million to better prepare students for jobs by placing on-site school-to-career coordinators in each high school. Clinton said her husband's administration will ask Congress for an additional \$ 10 million next year to place math specialists in each school.

School Trustee Board to Hold Public Session

The D.C. Emergency Transitional Education Board of Trustees will hold a public working session at 7 p.m. today in the 12th floor board room of school headquarters in the Presidential Building, 415 12th St. NW. The appointed trustees, which advise the D.C. financial control board on school operations, will discuss the opening of schools, ongoing repair work and other subjects.

This is one of the last meetings that will be held in the Presidential Building. The school administration is moving within the next month to a new building at 825 North Capitol St. NE.

The elected D.C. Board of Education, which lost most of its power when the financial control board created the trustees panel in late 1996, will hold its next open public meeting at 7:30 p.m. Sept. 16 at Slowe Elementary School, 1404 Jackson St. NE. The school board retains oversight of charter schools.

QUOTE OF THE DAY

"It struck me one day that I can't fix this place. I really underestimated the problems. They really are

systemic. We're not structured in a way to get work done."

-- D.C. Police Chief Charles H. Ramsey on his plans to reorganize the police department.

LANGUAGE: ENGLISH

LOAD-DATE: September 16, 1998

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TALKING IT OVER

BY HILLARY RODHAM CLINTON

RELEASE: WEDNESDAY, SEPTEMBER 9, 1998, AND THEREAFTER

It's that time of year again -- children all over America are going back to school. Some are excited. Some are apprehensive. More than a few are sorry to see summer end.

America's children are returning to school at a time of unprecedented technological development that is changing the way all of us live, work and even learn. The world is growing smaller, and if our children are to take advantage of the opportunities and meet the challenges that lie ahead, we must make sure their education is the best we can provide.

The world may be growing smaller, but according to a new report from the Department of Education, our school-age population is growing larger. Total public and private school enrollment this fall could top 52.7 million students, surpassing last year's high by 500,000. By 2008, 54.3 million students will be enrolled in our elementary and secondary schools.

Many school districts are dealing not only with overcrowded schools but also with crumbling facilities. According to a 1996 General Accounting Office report, one-third of all schools in America need extensive repair or replacement of one or more buildings. If we don't begin solving the problems of deteriorating and overcrowded classrooms today, we will be overwhelmed by them tomorrow.

This week, I joined the President, Cabinet members and other Administration officials who were visiting schools across the country to mark "National School Modernization Day." I visited John Eaton School here in Washington, which Redbook magazine has named one of the best schools in America. But even there, students had to move out of classrooms into the library last year because a leaky roof made teaching all but impossible. And, on some winter days, students came to school to find no heat because the boiler didn't work properly.

As part of the President's balanced budget, he has proposed a comprehensive education agenda that includes a \$22 billion school construction plan to renovate, modernize, repair or build more than 5,000 schools. The President's plan would also help schools hire 100,000 new teachers for the first three grades to help reduce average class size to 18 students. And it would ensure that every child in America has access to computers and the Internet.

His proposal also includes high national standards, more accountability for teachers, more school choice through charter schools, reading tutors for children who are

falling behind, before- and after-school programs, summer job programs, and better and safer child care.

This week, members of Congress returned to Washington to complete work on the 13 appropriations bills that fund the federal government -- bills that could profoundly affect the kind of schools our children attend and the education they receive.

Unfortunately, the Republican House bill to finance the Departments of Labor, Health and Human Services, and Education would seriously erode the efforts my husband has made to improve our nation's schools.

Last week, however, the Senate Appropriations Committee rejected the extreme cuts of the House version, supporting funding of much of the President's program. But there is still more that needs to be done. In the few weeks remaining in this Congressional session, there is time to reach across partisan lines to give all of America's children the quality education they deserve.

We must work together to improve reading programs, provide tutors to students who need extra help, and offer more before- and after-school programs. We must work together to fully fund Head Start for preschoolers and to prepare disadvantaged children for college. And we must work together to fund the President's Hispanic education initiative, which is designed to help Hispanic students master English and academic subjects and encourage them to stay in school longer.

There's an old saying: "Fix the roof when the sun is shining." The sun is shining on our country today. We are enjoying the lowest unemployment rate in 28 years, the lowest crime rate in 25 years and the first balanced budget in 29 years. Now is the time to fix the roofs, repair the boilers, and replace the outdated and deteriorating buildings. Now is the time to act, not the time to retreat.

The President's proposals invest in people while maintaining a balanced budget and protecting any surplus until we have a long-term solution for Social Security. His comprehensive education agenda will carry us into the 21st century with a strong economy and a skilled and competitive work force.

The school year of 1998-99 will be the last of this century. It is time for us all, Democrats and Republicans, to work together to make sure that this budget, also the last of the century, helps our schools and our children prepare for the challenges ahead.

To find out more about Hillary Rodham Clinton and read her past columns, visit the Creators Syndicate web page at www.creators.com.

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**9/9/98: SCHOOL
EVENT * EDUCATION & THE BUDGET**

Divider Title: _____

WASHINGTON

September 15, 1998

SCHOOL EVENT AT MARIE H. REED COMMUNITY LEARNING CENTER

DATE: September 17, 1998
LOCATION: Marie H. Reed Elementary
TIME: 11:00 a.m.
FROM: Ellen McCulloch-Lovell

I. PURPOSE

As part of your leadership to restore arts education in the schools, you will visit Marie H. Reed to participate in the donation from VH1 "Save the Music." You will address the student body and recognize the cooperative efforts by the school Superintendent and VH1. You will also view a children's art exhibit and have a meet and greet with event participants in the adjoining room before proceeding to the auditorium for the event.

II. BACKGROUND

Marie H. Reed is a D.C. elementary school (through 6th grade) in Adams Morgan. Several years ago, their in-school instrumental music program was cut because of budget concerns. After hearing about the VH1 "Save the Music" program, music teacher Allan Clipper, with the cooperation of Superintendent Arlene Ackerman and Principal John Sparrow, crafted an application to have the school receive a donation of musical instruments. Part of the proposal was a commitment to bring the in-school program back. This event will mark the delivery of the new instruments and the reinstatement of the instrumental music program. Two other D.C. schools are also receiving donations (a total of \$100,000 in value) and their representatives will attend this event: Persephone Brown and Patricia Adams from Gage Eckington Preparatory Enterprise School; and Annie Mair and Eleni Yelani from Cleveland Tri-school Learning Academy.

III. PARTICIPANTS

Meet and Greet Participants:

Pam Alexander - Music Coordinator, DC School System

Cecilia D. Brady - Asst. Principal Marie H. Reed

Allan Clipper - Music Teacher, Marie H. Reed

Darrel Williams - Art Teacher, Marie H. Reed

Persephone Brown - Principal, Gage Eckington Preparatory Enterprise School

Patricia Adams - Music teacher, Gage Eckington Preparatory Enterprise School

Annie Mair - Principal, Cleveland Tri-school Learning Academy
Eleni Yelanis - Music teacher, Cleveland Tri-school Learning Academy
Gerson Rosenbloom - Chairman, NAMM (International Music Products Association)
Jeff Gaspin - Senior VP of Production and Programming, VH1
Hillary Rosen - Recording Industry Association of America

Event Participants:

John Sparrow, Principal Marie H. Reed Community Learning Center
Arlene Ackerman, Superintendent
John Sykes, President VH1
Brad Anderson, General Manager of District Cablevision
Babyface, Recording artist
Troy Morrice Boston, Sixth grade student at Marie H. Reed Elementary school

IV. PRESS PLAN

Open Press

V. SEQUENCE OF EVENTS

11:00 a.m. Arrive at the Marie H. Reed Community Learning Center, met at curb side
by Principal Dr. John Sparrow and VH1 President John Sykes

Proceed to the entry hall to view a children's art exhibit

Proceed to a meet and greet in adjoining room

11:15 am YOU take five questions from VH1 news crew (Stage participants remain,
other meet and greet participants exit.)

11:20 a.m. Program Begins

School musicians perform

11:23 a.m. Principal John Sparrow welcomes guests

11:24 a.m. Superintendent Ackerman speaks

11:26 a.m. Student testimonial given by Troy Morrice Boston

11:28 a.m. VH1 President John Sykes makes remarks

John Sykes introduces Brad Anderson, General Manager of District

Cablevision

- 11:31 a.m. Brad Anderson makes remarks
- 11:33 a.m. John Sykes introduces artist Baby Face
- 11:34 a.m. Baby Face makes remarks and possibly performs
- 11:39 a.m. John Sykes announces VH1's 10 year commitment to "Save the Music" and introduces YOU
- 11:42 a.m. YOU make remarks
- 11:48 a.m. John Sykes joins YOU at the podium and presents a check to Superintendent Ackerman and several of the children
- 11:51 a.m. Program ends with presentation photo
- YOU greet audience members at rope line
- 12:00 p.m. YOU, Dr. Sparrow, John Sykes and possibly Babyface proceed to "Learning Center 2" - a large space where the other members of the student body have gathered
- YOU will make impromptu greetings
- 12:15 p.m. YOU depart

VI. REMARKS

To be provided by Speechwriters

VII. ATTACHMENTS

5 Questions to be asked by the VH1 News Crew

Bios

School brief: Marie H. Reed

Hillary Clinton questions for 9/16/98

*to be asked by VH NewsCrew
immediately following Meet+Greet*

1. As you know, VH1's Save The Music program is dedicated to raising awareness about music education and raising funds to provide instruments to schools whose music programs have been cut back. Please explain why you chose to participate in today's event and why it's important.
2. Tell me about your commitment to arts education and why we should all be committed?
3. Who is your favorite artist and why?
4. We are producing a program on the top 100 greatest women artists of all time. Who would you consider to be the greatest female musical artist of all time and why?
5. Which artist is currently in your CD player and why do you like that artist?

**Dr. John Sparrow - Principal of Marie H. Reed
Community Learning Center**

Dr. Sparrow has been in the school system for 37 years. Twenty-two years as a school administrator and 10 as Marie Reed Principal. He has long been a proponent of arts education, believing in the concept that the arts support learning across the curriculum. When the District System decided, about 8 years ago, to remove the instrumental music program from elementary schools and shift the instruments to middle and high schools, Mr. Sparrow enlisted community support to acquire instruments and insure the school would be able to retain an instrumental program, if only in reduced scale on an after school basis. The VH1 gift is the catalyst for bringing the in-school program back.

ARLENE ACKERMAN
Superintendent
District of Columbia Public Schools

Arlene Ackerman has served in public education for 28 years. Her work experiences include classroom teacher at both the elementary and middle school levels; principal at the middle school level; Director, Upward Bound Program for first generation college-bound students; Director, Basic Skills Academy for at-risk high school youth; Assistant Superintendent, Special Services, Assistant Superintendent for Curriculum, Instruction and Academic Achievement; Deputy Superintendent/Chief Academic Officer; and currently, Superintendent. Ms. Ackerman possesses a strong leadership background with an unparalleled blend of academic credentials and professional accomplishments.

Ms. Ackerman is affiliated with such organizations as Phi Delta Kappa (Harvard University Chapter), the Association of Supervision and Curriculum Development, American Association of School Administrators, Private Industry Council (Advisory Board Member), Seattle University (Dean's Advisory Board), and Seattle Pacific University (Superintendent's Preparation Program Advisory Board).

Also, Ms. Ackerman has been honored in Who's Who in American Colleges and Universities, and has received numerous honors and awards including Uniquely University City Award for Outstanding Service, Apple for the Teacher Award (Iota Lambda Sorority), Distinguished Alumni Award (Harris Stowe Teachers College), and McDonnell Douglas Fellow (Urban Superintendents Program).

Ms. Ackerman is currently pursuing her doctorate in Administration, Planning and Social Policy through the Harvard Graduate School of Education, Urban Superintendents Program.

May 1, 1998

John Sykes - President VH1

John joined VH1 in 1994 as the latest step in a distinguished career in the music and television industry. Since his arrival VH1 has emerged as one of the fastest growing cable channels in the country. John Sykes was also one of the co-founders of MTV. During the 1980's he was as entertainment executive with CAA. He went on to become president of Champion Entertainment managing the careers of such artists as John Mellencamp and Maria Carey among others. He went on to become President of Chryslis Records and later Executive Vice President of EMI publishing where he developed such artists as the Stone Temple Pilot and County Crows.

Bradley E. Anderson

-Bio-

Brad Anderson has served as General Manager of District Cablevision since November, 1997. Brad was invited to come to District Cablevision because of his reputation for improving the operations of underperforming cable systems.

From 1993 to 1997 Brad was Chief Executive Officer and General Manager of Cable Co-op, a small independent cable operator headquartered in Palo Alto, CA. During Brad's tenure, Cable Co-op posted its first profits. Additionally, it acquired an international reputation for testing and introducing high speed internet technology in cooperation with local Silicon Valley firms. Cable Co-op was the first cable operator in North America to achieve ISO 9000 certification.

Brad began his cable career with Viacom in 1980. He was initially part of their franchise acquisition group and headed their participation in joint venture franchising efforts in Washington DC and Cleveland, OH. In 1983 he helped found Viacom's government relations department and was responsible for franchise renewals nationally. From 1986 to 1993 Brad was General Manager of Viacom's Milwaukee, WI area cable systems.

During his career in cable, Brad has sat on numerous boards and committees including the Wisconsin Cable Association, the California Cable Association, and currently, the Maryland/Delaware/DC Cable Association. For several years, he was a member of the Western Show planning committee.

Brad regularly addresses groups and associations on cable related matters including Women in Cable, Kaitz Fellows and panels at CTAM and the Western Show.

Prior to joining the cable industry, Brad had a various jobs in government relations, radio and television broadcasting and academia.

Brad holds a BS in Communications Arts from Lindenwood College and a MA in Mass Communications from Wake Forest University. He also studied for a Ph.D. at Bowling Green State University. For many years, Brad sat on the Board of the Lindenwood Alumni Association.

Brad and his wife Robin recently celebrated their tenth wedding anniversary. They have a son, Martin, age nine and a daughter, Emily, age 7. Brad and Robin are actively involved in their children's scholastic and athletic activities.



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Kenneth "Babyface" Edmonds - Born April 10, 1959 (Indianapolis, IN)

Writing and producing hits for some of the biggest names in pop and R&B music, Kenneth "Babyface" Edmonds hasn't done so bad for himself either. His resumé includes work with modern legends Michael Jackson, Whitney Houston, Mariah Carey, Madonna, Aretha Franklin, Gladys Knight, Lionel Richie, Sheena Easton, Boyz II Men, Eric Clapton, and Stevie Wonder. He's sparked careers for the likes of TLC, Toni Braxton, Paula Abdul, Jon B., and After 7. But he's in pretty good company of his own having tied Michael Jackson's record of 12 Grammy nominations in one year, as well as having won Grammys as a writer, producer, and singer. He also has the distinction of having more non-classical Grammy nominations in the 1990's than any other artist, writer, or producer. Yet despite the over 100 hits he's written, produced, and performed, he continues to stay in the background and shy away from the spotlight.



Coming from a very talented family (two of his five brothers formed the group After 7), the left-handed guitarist started writing songs when he was 11, and played in his brother's bands in their Indianapolis high school. His first break came in a group called The Deele in 1983, which is where he got his nickname "Babyface" (from Bootsy Collins) and met Antonio "L.A." Reid. After three Deele albums, L.A. and Babyface split off to become arguably the most successful writing and producing team in the late 80's/early 90's (along with Jimmy Jam & Terry Lewis), racking up hit after hit and award after award. They started their own record label in 1991 - LaFace Records - which has become an R&B and rap frontrunner since its introduction (spawning very successful careers for TLC, Toni Braxton, Usher, Tony Rich, and OutKast). However, the two hitmakers went their creative ways in 1993, shortly after they collaborated together on Babyface's fourth solo album. Kenny started writing and producing on his own, but the awards and honors continued to flood in.

In 1995, Babyface undertook a large project. Not only did he write and produce all of the songs for the entire soundtrack, but he also composed all of the music for the movie 'Waiting To Exhale' starring Whitney Houston. Since then, Babyface, and his wife Tracey (whom he met in 1990 on a video shoot), began expanding their horizons into the world of film. They opened up their production company Edmonds Entertainment and struck gold on their first try as executive producers for the movie 'Soul Food'. Since then, the movie projects have been piling up, and Babyface's work on movie soundtracks continues to flourish.

MTV's Unplugged series gave Babyface his first mainstream opportunity at an extended live performance in 1997. For the show, he managed to pull together a star-studded line-up including Eric Clapton, Stevie Wonder, Shanice, K-Ci & JoJo, and his brothers from After 7. The 90-minute show was also released as an album later that year and hit gold.

Even with several gold and multi-platinum albums to his own name, Babyface isn't into the whole music scene of touring and promoting. "If it was my choice, I would do the record and that would be it." In his standard humble form he admits, "I don't listen to any of my records once I'm done with them. If something comes on the radio I turn the station." That may contribute to why he is still not a household name to everyone. But he doesn't mind that it stays that way.

Biography by Chris Perez. Click here for [the Ultimate Babyface](#). Join [SourceChannel Fame](#), the celebrity discussion list.

MARIE H. REED COMMUNITY LEARNING CENTER
2200 CHAMPLAIN STREET, N.W.
WASHINGTON, D.C. 20009
202-673-7308



DR. JOHN B. SPARROW
PRINCIPAL

MS. CECILIA D. BRADY
ASSISTANT PRINCIPAL

Troy Morrice Boston

Troy Morrice Boston II is an eleven year old sixth grade student at Marie H. Reed Community Learning Center. He is the only child of Michelle Boston. Troy is a conscientious student whose extra curricula interests include karate and dance. He has the the unique distinction of holding a first degree black belt in Karate and participating in the residency program with the Dance Theater of Harlem in New York. His musical interests include playing the drums with the Marie Reed Drum Corps. His academic skills have been significantly enhanced by his musical exposure and participation.

MARIE H. REED COMMUNITY LEARNING CENTER
2200 Champlain Street, N. W.
Washington, D. C. 20009

School Brief:

Marie H. Reed Community Learning Center (formerly Morgan Community School) was born of the idea that a school should be a Community Center. Bishop Marie H. Reed was the first elected Chairman of the Morgan Community School Board. In recognition of her dream, Marie H. Reed Community Learning Center became a reality in September, 1977 and was named in her honor. The school incorporates the open space concept and includes various community school facilities suggested by the neighborhood.

Marie H. Reed School is a Multi-Cultural Institution located in the Adams Morgan Neighborhood of N. W. Washington, D. C. The student population of 562 is ethnically, socially and economically diversified representing 22 different nationalities and countries speaking 7 different languages. There are 104 educational and support staff members who serve these students.

The Mission of this Child Centered School is to provide a viable and comprehensive instructional program for students in Head Start to Sixth Grade in a multi-cultural environment by establishing high-quality programs and practices with continuous experiences designed to support the full development of each child.

The Instructional Program is based on the assumption that all children can achieve if given educational experiences appropriate to the levels of competence, learning styles and speed.

The English as a Second Language Program focuses on students whose performance is below the standard on the Limited English Proficiency Examination. These students receive instruction in their native language and English. Monolingual students are instructed in Spanish as a second language. Many ESL and monolingual students receive instructions in sign language. The Comer School Development Model and the Chapter I Schoolwide Project are used to assist the school in developing a governance process for making decisions about schoolwide improvements in curriculum instruction, staff development, re-organization and action research.

Enrichment activities, designed to enhance children's ability to think and communicate, are provided through the following programs: Higher Achievement, Hands on Science, Self Esteem Group, Model Elementary Science Program (MESF)/Fort Dupont Park Environmental, Book Project, The Dubutantes, Learn To Swim, Intramural Sports, Human Growth and Development Classes and Conflict Resolution Classes.

Clinton Presidential Records Digital Records Marker

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This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

**9/15/98: SCHOOL EVENT
AT MAMIC H. REED-
COMMUNITY LEARNING CENTER**

Divider Title: _____

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, SEPTEMBER 17, 1998

FINAL

WASHINGTON, DC

VH-1/MARIE REED SCHOOL

LEAD ADVANCE: MWITU NDUGU
202/456-5319 PHONE

PRESS ADVANCE: CALEB SHREVE

ST.REGIS HOTEL

LEAD ADVANCE: STEPHANIE BAKER
202/606-5000 X240 PHONE

CNP DINNER

LEAD ADVANCE: JACK MURRAY
202/493-9708 PHONE
800-800-7759 PAGER

PRESS ADVANCE: DOUG SMITH

SCHEDULER: EVAN RYAN
202/456-6751 PHONE
202/456-5340 FAX
202/483-0383 HOME
WHCA PAGER #4223

PREV RON The White House

10:50 am DEPART South Portico
EN ROUTE Marie H. Reed Community Learning Center
[drive time: 10 minutes]

11:00 am ARRIVE Marie H. Reed Community Learning Center

GREETERS: Dr. John Sparrow, Principal
John Sykes, President, VH-1

NOTE: The First Lady views children's art exhibits
in the entry hallway.

11:05 am- MEET & GREET
11:15 am Living Room
Marie H. Reed Community Learning Center
Hold: Assistant Principal's Office
Phone: 202/673-7308
Fax: 202/673-3410
Staff Hold: Principal's Office
CLOSED PRESS/WH PHOTO

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, SEPTEMBER 17, 1998

PAGE 2

11:20 am-
12:15 pm

VH-1 ANNOUNCEMENT

Marie H. Reed Community Learning Center
Hold: Assistant Principal's Office
Phone: 202/673-7308
Fax: 202/673-3410
Staff Hold: Principal's Office
OPEN PRESS

FORMAT:

- Dr. John Sparrow, Principal, makes welcoming remarks and introduces Superintendent Ackerman.
 - Superintendent Arlene Ackerman makes remarks.
 - Troy Boston III, student, makes remarks and introduces John Sykes, President, VH-1.
 - John Sykes, President, VH-1, makes remarks and introduces Brad Anderson, DC Cable.
 - Brad Anderson makes remarks.
 - John Sykes introduces BabyFace.
 - BabyFace makes remarks.
 - John Sykes announces VH-1's 10 year Millenium commitment to Save the Music, and introduces the First Lady.
 - The First Lady makes remarks.
 - John Sykes makes the check presentation to Superintendent Ackerman, while the First Lady remains standing next to them.
 - The First Lady proceeds to the overflow room.
- OPTION:**
- The First Lady makes very brief remarks in the overflow room.
 - The First Lady departs.

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, SEPTEMBER 17, 1998

PAGE 3

PARTICIPANTS: 150 students in the auditorium.
150 students in the overflow.

CONTACT: Ellen Lovell 202/395-7200

12:20 pm **DEPART** Marie H. Reed Community Learning Center
EN ROUTE St. Regis Hotel
[drive time: 5 minutes]

12:25 pm **ARRIVE** St. Regis Hotel

GREETERS: Oscar de la Renta
Nadine Hogan, Chairperson, Christmas in
September
Tiffany Soltz, St. Regis Hotel

12:30 pm-
12:50 pm **CHRISTMAS IN SEPTEMBER RECEPTION**
Reception Room
St. Regis Hotel
Hold: TBD
Phone: TBD
Fax: TBD
CLOSED PRESS/WH PHOTO

FORMAT:

- The First Lady proceeds to reception room.
- Oscar de la Renta introduces the First Lady.
- The First Lady makes brief remarks.
- The First Lady has the option of working a ropeline on departure.

PARTICIPANTS: 75 guests expected.

CONTACT: Nadine Hogan 703/683-3909

12:55 pm **DEPART** St. Regis Hotel
EN ROUTE The White House
[drive time: 5 minutes]

1:00 pm **ARRIVE** South Portico

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. schedule	Schedule for Hillary Rodham Clinton [partial] (1 page)	09/17/1998	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19008

FOLDER TITLE:

Education #6 [Binder] [2]

2013-0534-S

rc1457

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

**SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, SEPTEMBER 17, 1998**

PAGE 4

1:05 pm-
1:20 pm

DROP-BY with (b)(6) [003]
Map Room
CLOSED PRESS/WH PHOTO

CONTACT:

(b)(6)

2:00 pm-
2:05 pm

BRIEFING
Map Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:

The First Lady
Ellen Lovell
Capricia Marshall

2:05 pm-
2:15 pm

MEET & GREET
Diplomatic Reception Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:

The First Lady
Michael Jordan, CEO, CBS
John Sykes, President, VH-1
Gordon Ambach, Executive Director, Council of
State School Officers
Mr. and Mrs. Cohen

2:15 pm-
3:05 pm

ARTS IN SCHOOLS EVENT
Outside Sculpture Garden
OPEN PRESS

FORMAT:

-The First Lady is announced onto the stage from
the Sculpture Garden accompanied by stage
participants.

-The First Lady makes welcoming remarks and
introduces Michael Jordan, CEO of CBS.

-Michael Jordan makes remarks.

-John Sykes, President of VH1 makes remarks.

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, SEPTEMBER 17, 1998

PAGE 5

-The First Lady introduces Gordon Ambach,
Executive Director, Council of State School
Officers.

-Gordon Ambach makes remarks and introduces
Mr. and Mrs. Cohen.

-Mr. and Mrs. Cohen make remarks.

-The First Lady introduces music student Elwin
Arraya.

-Elwin Arraya makes remarks from the jazz
ensemble's set up and plays one song.

-The First Lady thanks everyone and invites the
audience to a reception in the Sculpture Garden.

PARTICIPANTS: 120 guests expected.

CONTACT: Capricia Marshall 202/456-7136
Ellen Lovell 202/395-7200

4:00 pm-
5:00 pm

PRIVATE MEETING
Map Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:
The First Lady
Secretary Donna Shalala
Melanne Verveer
Jennifer Klein
Nicole Rabner
Neera Tanden
Ann Rosewater, HHS
Mary Bourdette, HHS
Olivia Golden, HHS

CONTACT: Jennifer Klein 202/456-2599

7:25 pm

DEPART South Portico
EN ROUTE Ronald Reagan Building

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, SEPTEMBER 17, 1998

[drive time: 5 minutes]

PAGE 6

7:30 pm **ARRIVE** Ronald Reagan Building

GREETERS:

Maureen Steinbruner, President, CNP
Michael Barnes, Chair, CNP

7:40 pm- **CENTER FOR NATIONAL POLICY DINNER**

9:40 pm Atrium
Ronald Reagan Building
Hold: Coatroom
Phone: TBD
OPEN PRESS

FORMAT:

-Ruth Harkin makes welcoming remarks and
introduces the Reverend Canon Robert J. Brooks
for the invocation.

-Invocation, Reverend Canon Robert J. Brooks.

-Ruth Harkin makes brief remarks and recognizes
Dinner Vice Chairs, Members of Congress, and The
Muskie Family.

7:50 pm-8:40 pm -Dinner is served.

-Maureen Steinbruner, President of CNP, makes
welcoming remarks and introduces Michael Barnes,
CNP Chair.

-Michael Barnes makes brief remarks and introduces
Mack McLarty.

-Mack McLarty makes brief remarks and introduces
Secretary Madeleine Albright.

-Secretary Albright introduces the video tribute
to the First Lady.

-Video Tribute.

-Secretary Albright presents the Muskie Award to

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, SEPTEMBER 17, 1998

the First Lady.

PAGE 7

-The First Lady makes remarks.

-Ruth Harkin thanks the First Lady and everyone.

-The First Lady departs.

NOTE: On departure, the First Lady does a photo with CNP volunteers.

PARTICIPANTS: 550 guests expected.

CONTACT: Jill Mittelhauser 202/682-1800

9:45 pm **DEPART** Ronald Reagan Building
 EN ROUTE The White House
 [drive time: 5 minutes]

9:50 pm **ARRIVE** South Portico

RON The White House

WEATHER FOR WASHINGTON, DC: Variably cloudy and cooler with rain showers. Winds west to northwest at 6 to 12 knots. Low 72. High 88.

September 15, 1998

ARTS EDUCATION EVENT

DATE: September 17, 1998
LOCATION: Sculpture Garden
TIME: 2:00 p.m.
FROM: Ellen McCulloch-Lovell

I. PURPOSE

As part of your call to action to get the arts back into the schools, you will host a ceremony in the Sculpture Garden that focuses on the important role of the arts in education. While addressing members of the National Arts Education Partnership and other guests you will make the case for the arts in children's development, cite important research evidence, and note key partners who have advanced the cause. You will welcome new partners, including CBS and VH1 who have pledged new support to arts education and announce a series of other commitments.

II. BACKGROUND

You are providing leadership to coalitions of schools, cultural institutions, foundations, businesses and parents who are joining together in many communities to make the arts a part of every child's education.

Since the inauguration of the Goals 2000: Educate America Act of 1994, the Clinton Administration has continually strengthened its commitment to arts education. Goals 2000 added "arts" to the core subjects listed among the National Education Goals. In 1995, the National Endowment for the Arts and the U.S. Department of Education established the National Arts Education Partnership to assist national, state and local arts education advocates to include arts within the educational system. Since its conception in 1995 this consortium of education, business, and government organizations, under the umbrella of the Chief State School Officers, has directed at least \$10 million in awards to local art advocates. The success of the Partnership has allowed the program to expand on its initial Goals 2000 implementation, but has also led to a handbook on Partnerships for Arts Learning, which will be ready by spring of 1999.

Highlights of the Partnership's commitment have included successes by current partners such as the Head Start Bureau, and new members such as the CBS and Americans for the Arts and VH1's Save the Music Millennium Commitment. The Head Start Bureau is now creating materials to assist its centers to implement creative learning experiences for their children. CBS has announced the creation of Youth Arts USA, a national, multi-

year effort of Americans for the Arts to bring much-needed attention to the value of the arts in lives of children. VH1 plans to raise \$1 million in donated instruments to schools over the next 10 years.

III. PARTICIPANTS

Pre-brief participants:

Ellen McCulloch-Lovell
Sarah Howes

Meet and Greet participants:

Michael Jordan, CBS
John Sykes, VH1
Gordon Ambach, Council of Chief State School Officers
Kenneth Cohen
Valerie Cohen
Dick Deasy, Arts Education Partnership
Bob Lynch, Americans for the Arts
Bob Morrison, VH1
Jeanne Butler, Keenan Institute for the Arts, Executive Director of A+ Schools
Alberta Arthurs, Keenan Institute for the Arts Board member
Jane Polin, GE Fund
Diann Berry, Binney and Smith, Inc.
Bill Ivey, Chairman, National Endowment for the Arts
Scott Shanklin-Peterson, Senior Deputy Chair, National Endowment for the Arts
Terry Peterson, Counselor to the Secretary, U.S. Department of Education

Event Participants:

Michael Jordon, CEO of CBS
John Sykes, President of VH1
Gordon Ambach, Executive Director, Council of State School Officers
Mr. and Mrs. Kenneth and Valerie Cohen, parents from Queens school district
Andrew Rose, music student

IV. PRESS PLAN

Open Press

V. SEQUENCE OF EVENTS

2:00 p.m. Arrive at Map Room for briefing

2:05 p.m. Proceed to the Diplomatic Reception Room to meet event participants

2:10 p.m. YOU are announced on stage from the Sculpture Garden accompanied by stage participants

Program Begins

YOU make welcoming remarks and introduce Michael Jordon, CEO of CBS

Michael Jordon speaks about CBS and Americans for the Arts new public education campaign and returns to his seat

John Sykes, President of VH1 proceeds to the lectern and makes remarks about "Save the Music"

YOU return to the lectern to introduce Gordon Ambach, Executive Director, Council of State School Officers

Gordon Ambach speaks briefly about partnership efforts in schools.

Kenneth and Valerie Cohen each make brief testimonial. He serves on his local school board; she heads the PTA. They have two children in the school system.

YOU introduce music student Andrew Rose

Andrew Rose makes remarks from the jazz ensemble's set up and plays one song.

YOU thank everyone and invite the audience to a reception in the Sculpture Garden

line 3:05 p.m. On conclusion of the event, YOU have the option of working a receiving in the Sculpture Garden or departing to the Residence

VI. REMARKS

To be provided by Speechwriters

VII. ATTACHMENTS

Recent History of Arts Education

"Exploring the Relationship between Music and Abstract Reasoning" by Dr. Francis H. Rauscher

Statistical Summary: *Involvement in the Arts and Success in Secondary School*

Bios

Clinton Presidential Records Digital Records Marker

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**9/17/98: ARTS
EDUCATION EVENT**

Divider Title: _____

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
004. schedule	Schedule for Hillary Rodham Clinton [partial] (3 pages)	09/24/1998	b(7)(E), b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19008

FOLDER TITLE:

Education #6 [Binder] [2]

2013-0534-S

rc1457

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
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SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, SEPTEMBER 24, 1998
FINAL

WASHINGTON, D.C./ DENVER, CO/ SEATTLE, WA/ PORTLAND, OR

TRAVELING PARTY: THE FIRST LADY

KELLY CRAIGHEAD
MOLLY BUFORD
WHITNEY WILLIAMS
MARSHA BERRY
SHARON FARMER
TOM DRIGGERS

(b)(7)e

[004]

DENVER

LEAD ADVANCE:

JOHN FUNDERBURK
EXECUTIVE TOWERS
303/571-0300
303/615-5110
800/SKYGRAM
PIN #517-9690
303/906-0168

ROOM 1624
PHONE
FAX
PAGER
CELL

DENVER

SITE ADVANCE:

DAVE SOBELMAN
DANTE JAMES
303/394-9885
303/902-4759

ROOM 1312
HOME
CELL

DENVER PRESS
ADVANCE:

LAURA DIBIASE
719/660-4115
800/SKYGRAM
PIN #116-5129

ROOM 1323
CELL
PAGER

SEATTLE

LEAD ADVANCE:

JAMIE LINDSAY
THE EDGEWATER HOTEL
206/728-7000
206/441-4119

ROOM 466
PHONE
FAX

SEATTLE

DEPUTY LEAD ADVANCE:

SARA GROTE CERRELL

SEATTLE

SITE ADVANCE:

TAMAR MCGARICK
PARITA SHAH

SEATTLE

PRESS ADVANCE:

RHONDA LAMPKIN

PORTLAND

LEAD ADVANCE:

BAIN ENNIS
BENTSEN HOTEL
503/228-2000
503/226-4603
800/SKYPAGE
PIN #216-9818
202/395-2126

ROOM 1020
PHONE
FAX
PAGER
CELL

PORTLAND

SITE ADVANCE:

PAIGE CALVERT
PATTI CREISS

PORTLAND

PRESS ADVANCE: LISA STRASSBURG 1022
SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, SEPTEMBER 24, 1998
PAGE 2

SCHEDULER: WENDY ARENDS
202/456-7007 PHONE
202/456-5340 FAX
202/518-8209 HOME
WHCA PAGER #4781

_PREV RON The White House

9:15am DEPART South Portico
VIA Motorcade
EN ROUTE Andrews Air Force Base
[Drive time: 20 minutes]

9:35am WHEELS UP Andrews Air Force Base
EN ROUTE Denver International Airport, Denver, CO
[Flight time: 3 hours, 35 minutes]
[Time change: -2 hours]
[Meal: Breakfast]

11:10am WHEELS DOWN Denver International Airport
FBO: AMR Combs
Phone: 303/342-5600
Fax: 303/342-5903
CLOSED PRESS/CLOSED PUBLIC

GREETERS:

Rebecca Hernreich
Mary Alice Driver
Ben Clarke, State Representative
Dolores Dickman
Allegra Haynes, President, Denver City Council
Rob Hernandez, State Senator
Gloria Leyba, State Representative
Frana Mace, State Representative
Gil Romero, State Representative
Brendan McGuire
Gloria Tanner, State Senator

11:25am DEPART Denver International Airport
VIA Motorcade
EN ROUTE Merle Chambers' Residence
4750 South Dahlia Street
Cherry Hill, Colorado
[Drive time: 35 minutes]

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, SEPTEMBER 24, 1998
PAGE 3

12:00pm ARRIVE Merle Chambers' Residence

GREETERS:

Dottie Lamm
Gail Schoettler
Merle Chambers
Hugh Grant
Jim Lyons
Marsha Lyons

12:05pm-
12:40pm **RECEPTION** for Dottie Lamm and Gail Schoettler
Dining Room
Merle Chambers' Residence
Hold: Guest Bedroom
Phone: 303/770-2183
Fax: 303/220-5066
CLOSED PRESS/DSCC PHOTO

FORMAT:

- The First Lady, accompanied by Dottie Lamm and Gail Schoettler, is announced into the room by Merle Chambers.
- Merle Chambers makes welcoming remarks and introduces Gail Schoettler.
- Gail Schoettler makes remarks.
- Merle Chambers introduces Dottie Lamm.
- Dottie Lamm makes remarks.
- Merle Chambers introduces the First Lady.
- The First Lady makes remarks.
- Upon conclusion, the First Lady has the option of working a ropeline right to left.
- The First Lady departs.

PARTICIPANTS: 150-200 guests

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, SEPTEMBER 24, 1998
PAGE 4

12:40pm **DEPART** Merle Chambers' Residence
 VIA Motorcade
 EN ROUTE Sharon Magness' Residence
 4725 South Holly Street
 Cherry Hill, Colorado
 [Drive time: 5 minutes]

12:45pm **ARRIVE** Sharon Magness' Residence

GREETER:
 Sharon Magness

12:45pm-
1:00pm **RECEIVING LINE** for Dottie Lamm and Gail Schoettler
 Foyer
 Sharon Magness' Residence
 HRC Hold: Office
 Phone: 303/770-5770
 Fax: N/A
 Staff Hold: Family Room
 CLOSED PRESS/DSCC PHOTO

FORMAT:

 - The First Lady, accompanied by Sharon
 Magness, proceeds into the foyer
 for a photo receiving line.

PARTICIPANTS: 30 guests/20 photographs

1:00pm **PROCEED** outside to backyard tent

1:05pm-
1:45pm **LUNCHEON** for Dottie Lamm and Gail Schoettler
 Backyard Tent
 Sharon Magness' Residence
 CLOSED PRESS/DSCC PHOTO

FORMAT:

 - The First Lady, accompanied by Sharon
 Magness, proceeds to her table.

Note: Salad is pre-set.

(1:20pm) - Sharon Magness makes welcoming remarks and
 introduces Gail Schoettler.

SCHEDULE FOR HILLARY RODHAM CLINTON

THURSDAY, SEPTEMBER 24, 1998

PAGE 5

- Gail Schoettler makes remarks.
- Sharon Magness introduces Dottie Lamm.
- Dottie Lamm makes remarks.
- Sharon Magness introduces the First Lady.
- The First Lady makes remarks.
- Upon conclusion, the First Lady has the option to work a ropeline.
- The First Lady departs.

PARTICIPANTS: 125 guests

1:45pm

DEPART Sharon Magness' Residence
VIA Motorcade
EN ROUTE Fort Logan Elementary School
3700 South Knox Street
[Drive time: 20 minutes]

2:05pm

ARRIVE Fort Logan Elementary School
CLOSED PRESS

GREETERS:

Ken Reiter, Superintendent
Judy Kary, Principal

Note: There will be 60 fifth and third graders singing a song upon arrival. The First Lady will also be presented with a gift.

2:10pm-

2:20pm

TOUR of Classroom
Second Grade Classroom #20
Fort Logan Elementary School
POOL PRESS/DSCC PHOTO

FORMAT:

- The First Lady, accompanied by Dottie Lamm, and Gail Schoettler, proceeds into classroom #20.

SCHEDULE FOR HILLARY RODHAM CLINTON

THURSDAY, SEPTEMBER 24, 1998

PAGE 6

- Ken Reiter, Superintendent, and Judy Kary, Principal, enter the classroom and describe to the First Lady, Dottie Lamm, and Gail Schoettler how the school combats the problem of overcrowding.

PARTICIPANTS:

The First Lady
Dottie Lamm
Gail Schoettler
Ken Reiter, Superintendent
Judy Kary, Principal

2:20pm **PROCEED** to Gymnasium

2:25pm- **DROP-BY** Gymnasium
2:30pm Gymnasium
CLOSED PRESS/DSCC PHOTO

FORMAT:

- The First Lady has the option to make informal remarks.

PARTICIPANTS: 350 students

2:30pm **PROCEED** to Cafeteria

2:35pm- **CLASSROOM SIZE EVENT**
3:10pm Cafeteria
Fort Logan Elementary School
HRC Hold: Principal's Office
Phone: 303/761-1304
Fax: 303/783-9565
Staff Hold: Principal's Office
OPEN PRESS/DSCC PHOTO

FORMAT:

- The First Lady, accompanied by Ken Reiter, Superintendent, Joanne Thwaites, Robin Taggart, and Dottie Lamm, is announced onstage by Judy Kary, Principal.

- Judy Kary, Principal, makes welcoming remarks and introduces Ken Reiter, Superintendent.

SCHEDULE FOR HILLARY RODHAM CLINTON

THURSDAY, SEPTEMBER 24, 1998

PAGE 7

- Ken Reiter makes remarks and introduces Joanne Thwaites, Teacher.
- Joanne Thwaites makes remarks and introduces Robin Taggart, Parent.
- Robin Taggart makes remarks and introduces Dottie Lamm.
- Dottie Lamm makes remarks and introduces the First Lady.
- The First Lady makes remarks.
- Upon conclusion, the First Lady has the option to work a ropeline.
- The First Lady departs.

PARTICIPANTS:

The First Lady

Dottie Lamm

Ken Reiter, Superintendent

Joanne Thwaites, Teacher

Robin Taggart, Parent

60 guests

3:15pm **DEPART** Fort Logan Elementary School
 VIA Motorcade
 EN ROUTE Denver International Airport
 [Drive time: 35 minutes]

3:50pm **ARRIVE** Denver International Airport

4:05pm **WHEELS UP** Denver, Colorado
 EN ROUTE Seattle, Washington
 [Flight time: 2 hours, 35 minutes]
 [Time change: -1 hour]
 [Meal: Snack]

5:40pm **WHEELS DOWN** Boeing Field International
 FBO: Galvin Flying Service
 Phone: 206/763-0350
 Fax: 206/767-9333
 CLOSED PRESS/CLOSED PUBLIC

SCHEDULE FOR HILLARY RODHAM CLINTON

THURSDAY, SEPTEMBER 24, 1998
PAGE 8

GREETERS:

(b)(6)

5:55pm **DEPART** Boeing Field International
 VIA Motorcade
 EN ROUTE the Westin Hotel
 [Drive time: 20 minutes]

6:15pm **ARRIVE** Westin Hotel

GREETER: Melissa Lewis, Banquet Manager

6:15pm **PROCEED** to Cascade 2
 VIA Elevator

6:20pm-
6:45pm **DCCC CO-CHAIR RECEPTION**
 Cascade 2
 Westin Hotel
 HRC Hold: Executive Office
 Phone: 206/727-5900
 Fax: 206/728-2007
 Staff Hold: Hotel Conference Room
 Phone: 206/728-1000, x5154
 CLOSED PRESS/DCCC PHOTO

FORMAT:

 - Photo receiving line

PARTICIPANTS: 50 guests

6:45pm-
7:20pm **DCCC DINNER**
 Cascade 1
 Westin Hotel
 OPEN PRESS/DCCC PHOTO

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, SEPTEMBER 24, 1998

Brian
and

FORMAT:

- The First Lady, accompanied by Candidates Baird, Jay Inslee, Heidi Behrens-Benedict, Brad Lyons is announced into the room and proceeds to her table.

Note: Salad is pre-set.

- Mona Locke makes welcoming remarks and introduces Lieutenant Governor Brad Owen.
- Lieutenant Governor Brad Owen makes remarks and introduces the First Lady.
- The First Lady makes remarks.
- Upon conclusion, the First Lady has the option to work a ropeline.
- The First Lady departs.

PARTICIPANTS: 150 guests

7:20pm

PROCEED to Motorcade
VIA Elevator

7:25pm

DEPART the Westin Hotel
VIA Motorcade
EN ROUTE the Chihuly Studio
[Drive time: 15 minutes]

7:40pm

ARRIVE the Chihuly Studio
PROCEED upstairs to studio past glassworks display and demonstration

GREETERS:

Dale Chihuly
Leslie Jackson
Trudy Inslee

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, SEPTEMBER 24, 1998

PAGE 10

7:50pm-
8:15pm

MEET AND GREET for Jay Inslee
Evelyn Room
Chihuly Studio
CLOSED PRESS/INSLEE PHOTO

FORMAT:

- The First Lady proceeds to an area for the photo receiving line.
- Upon conclusion, the First Lady proceeds to a standing microphone.

PARTICIPANTS: 75 guests/50 photos

8:15pm-
8:35pm

RECEPTION for Jay Inslee
Evelyn Room
Chihuly Studio
HRC Hold: Dale's Apartment

(b)(6)

PRINT PRESS (REMARKS ONLY) /INSLEE PHOTO

FORMAT:

- Dale Chihuly makes welcoming remarks and introduces Ken Alhadeff.
- Ken Alhadeff makes remarks and introduces Jay Inslee.
- Jay Inslee makes remarks.
- Ken Alhadeff introduces the First Lady.
- The First Lady makes remarks.
- Upon conclusion, the First Lady departs.

PARTICIPANTS: 100 guests

8:40pm

DEPART Dale Chihuly's studio
VIA Motorcade
EN ROUTE Boeing Field International
[Drive time: 25 minutes]

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, SEPTEMBER 24, 1998

PAGE 11

9:05pm ARRIVE Boeing Field International

9:15pm WHEELS UP Seattle, Washington
 EN ROUTE Portland, Oregon
 [Flight time: 40 minutes]
 [Meal: Dinner]

9:55pm WHEELS DOWN Portland International Airport
 FBO: Base Operations
 Phone: 503/335-4390
 Fax: 503/335-5098
 CLOSED PRESS/CLOSED PUBLIC

10:15pm DEPART Portland International Airport
 VIA Motorcade
 EN ROUTE Bentsen Hotel
 [Drive time: 15 minutes]

10:25pm ARRIVE Bentsen Hotel

RON Bentsen Hotel
 Portland, Oregon

September 23, 1998

EDUCATION EVENT
FIRST LADY HILLARY RODHAM CLINTON
Campaigning with U.S. Senate Candidate Dottie Lamm
and Gubernatorial Candidate Gail Schoettler

EVENT:	Education/smaller class size
DATE:	Thursday, September 24, 1998
LOCATION:	Fort Logan Elementary School Sheridan, Colorado
TIME:	1:55 p.m. - 3:00 p.m.
FROM:	Craig T. Smith and Craig Hughes

I. PURPOSE

The purpose of this event is to illustrate the key difference between the Democratic candidates for Governor and U.S. Senate and their Republican opponents -- their positions on education.

II. BACKGROUND

Fort Logan elementary school is 75 years old and features grades 1 through 5. The school took it on themselves to improve the way they do business, and, working with the school district, parents, and teachers have made great progress.

- Teachers at the school took a pay cut so the school could reduce class size in grades K through 3, where smaller classes are the most critical.
- 30 AmeriCorps volunteers assist teachers and students with reading and in the playground.
- The school also places a heavy emphasis on parental involvement -- parents are expected to participate in the PTA and make other time commitments to the school. 96 out of 100 families have signed up for the PTA.
- 78% of the students are on reduced or free school meals.

Dottie Lamm and Gail Schoettler are both campaigning on strong education agendas. Both have been endorsed by the Colorado Education Association. One of the key elements both candidates stress is lowering school class sizes so that children get the attention that they need.

Lamm supports efforts to hire more teachers and reduce class size, has called for full funding of Title I programs for disadvantaged children, and supports increased funding for school

repair and construction.

Schoettler has called for class sizes of 18 or less from K-3 and, as Governor, will fight for increase funds to accomplish these reduced class sizes. She has also called for securing safe and supportive school environments, strengthening the development of teachers, and implementing academic content standards.

Both Lamm and Schoettler believe in public school choice, but are strongly opposed to private school voucher or tax credit programs.

III. PRESS PLAN

The tour and speaking program portions of the event will be open to pool press only.

IV. SEQUENCE OF EVENTS

- **You** arrive at the school and are greeted by Superintendent Ken Reitter and Principal Judy Kary.
- Ken Reitter and Judy Kary lead **You**, Dottie Lamm, and Gail Schoettler on a tour of a second grade classroom. This class has been reduced in size because the teachers were willing to take a pay cut.
- **You** proceed to the school cafeteria for a speaking program.
- Program:
 - Principal Judy Kary makes welcoming remarks.
 - Superintendent Ken Reitter makes brief remarks and introduces 2nd grade teacher Jo Ann Thwaites.
 - Jo Ann Thwaites makes brief remarks and introduces Mr. Robin Taggart, parent of a Fort Logan student.
 - Mr. Taggart makes brief remarks and introduces Lt. Governor Schoettler.
 - Lt. Governor Schoettler makes brief remarks and introduces Dottie Lamm.
 - Dottie Lamm makes brief remarks and introduces **You**.
 - **You** make remarks.
- **You** depart.

V. REMARKS

To be provided by speechwriting.

**FORT LOGAN ELEMENTARY
SHERIDAN, COLORADO
(303) 761-1304**

SCHOOL INFORMATION

Enrollment 350

Grades 1-5

Ethnicity

Anglo	48%
Hispanic	39%
African-American	4%
Asian	6%
American Indian	4%

English as a Second Language 16%

Free/Reduced Lunch Rate 78%

Standardized Test Results (1997)

Grade 5	Reading	49.3% (up from 26% in grade 3)
	Language	47.9% (up from 31% in grade 3)

Pre/Post test reading test scores during the 1997-1998 school year – average 2 year gain in reading skills following implementation of new literacy program, staff training, and reduced class sizes

SCHOOL IMPROVEMENT ACTIVITIES

Implementation of Balanced Literacy program

- Staff training
- Focused small group instruction in reading and writing for every student
- Daily poetry and oral reading activities
- Emphasis on the development of specific reading strategies
- Writing instruction for a variety of genre
- Instruction in listening and speaking
- Individual student profiles with specific targets for every student

Individualized reading remediation program for at-risk readers

“Jump Start Week” individual reading assessments and parent/teacher conferences for every student prior to the start of the school year

03/23/1998 13:00 0037031770 LETTER NO. 1 PAGE 08

"Super Staffing" conferences with every classroom teacher and all special service providers to determine specific needs of students

School-wide civility model with consistent behavioral expectations and guidelines developed by students

Conflict Mediation training for students

AmeriCorps programs in support of student literacy and civility

Class sizes average eighteen in grades 1 and 2 and twenty-three in grades 3, 4, 5

New computers in every classroom with internet access

SCHOOL GOALS

To improve student literacy levels in order for all students become proficient in reading, writing, speaking, and listening

To improve student understanding and application of mathematics concepts

To prepare every student for life-long learning, democratic citizenship, and the world of work by explicitly teaching the guidelines of civil behavior

Sheridan School District No. 2

Sheridan School District Number Two is located in northern Arapahoe County just south of Denver, Colorado. The district encompasses a 4.5 square mile ethnically and economically diverse community. The Sheridan School District provides instructional services for more than two thousand students through an Early Childhood Center, two elementary schools, one middle school, and one high school. More than 70 % of Sheridan students receive free or reduced price school lunches and nearly 1400 students receive Title I services at the elementary and middle schools through Title I Schoolwide Programs.

Making literacy for all children a reality and not just a slogan is the primary focus of the Sheridan School District. It has involved a dramatic shift in our thinking and teaching practice. We recognized that many of the shifts we had made in the past had been aimed at changing just the resources or the surface procedures. The management of time, resources, and people as well as all staff development opportunities and opportunities for parent and community in the Sheridan School District resonate and uphold this commitment.

Our success is documented in our graduation rates (93.3% in 1998), achievement (standardized test scores at or near the 50th percentile), dropout rates (less than 3% annually), and high levels of community satisfaction.

Standards & Assessment

Standards-Based Education is the foundation of the Sheridan School District curriculum. By defining what it is we believe all students should know and be able to do, our expectations are clear and our students have consistent and measurable targets for their academic performance. Sheridan is now in the fourth year of this effort - a massive investment of time and energy to bring all of our students to world-class levels of performance. By the combining of standards, quality ongoing assessments, balanced literacy and differentiated instruction, we believe all students can and will achieve and succeed.

Student Achievement

Sheridan students have made consistent progress over the years in "beating the odds" around achievement. Despite high levels of poverty, our students consistently perform at or near the 50th percentile on national norm-referenced tests. However, Sheridan educators are not satisfied with these results, particularly in light of the recent Colorado Student Assessment Program which significantly "raises the floor" for student achievement. Toward this end, all of our schools have embarked upon the process of Schoolwide Title I Restructuring. This resulted in the adoption of our balanced literacy program, differentiated instruction, and reduced class size in grades K-2. These efforts are already showing signs of significant increases in student achievement. The dedication and commitment of Sheridan educators will not allow us to rest until all of our students demonstrate themselves to be literate lifelong learners, responsible citizens, and productive workers in the 21st century.

School-to-Career

The Sheridan School District has also adopted a three-tiered career education plan as part of a comprehensive school-to-career system. The focus is not simply career awareness activities, but involves Career Passports. Career Passports are well-defined sequences of courses with a career pathway, providing students with the skills that are needed for their future career goals. Participating students receive with their high school diploma a portfolio including a resume, letter of introduction, a faculty reference, preemption documentation, and a collection of their work.

Jump Start Week

This year began with all elementary school students, their parents and teachers meeting prior to the start of school for initial reading assessments and development of each child's individual learning plan. These conferences "jump-started" our children's learning by assuring knowledge of each learner for the staff, and also allowed for the building of rapport and partnerships between students, parents and teachers. It also enabled teachers to begin formal reading instruction on the first day of school for all students.

Super Staffing

Sheridan Schools are an example of true teamwork in action. Special service providers, teachers, and administrators are meeting over the first month of school to assure that each classroom has a consistent and thoughtful plan, which will assure the success of all children. The "super staffing" conference brings together all of the professional educators charged with meeting the needs of our students in a spirit of collaboration to develop plans and structures unique to each classroom.

21st Century Diploma

A large number of Sheridan High School students are participating in the 21st Century Diploma opportunity. These students have chosen to continue their education by an advanced program of study which will allow them to graduate from high school with a two-year associate of arts degree at the same time.

**BIOGRAPHICAL SKETCH
DR. KEN REITER
SUPERINTENDENT OF SCHOOLS
SHERIDAN SCHOOL DISTRICT
SHERIDAN, COLORADO**

Dr. Reiter's career as an educator spans 31 years, 7 school districts, and 4 states. During that career, he has served as a teacher, coach, community college program leader, dean of students, assistant principal, principal, director of instruction and auxiliary services, assistant superintendent, and superintendent of schools.

Dr Reiter's educational background includes studies at Kentucky Military Institute, Bowling Green University (BA), Roosevelt University (MA), and the University of Colorado (Ph.D.). His academic interests lie in studies of educational leadership, social stratification, human capital, and comparative studies of international education.

Dr. Reiter has served as chair of the Denver Area Superintendents' Council (DASSC), Board Member of the Colorado Association of School Executives (CASE), Board Member of the Colorado Chapter of the Association for Supervision and Curriculum Design (ASCD), and Board Member of the Northwestern University Chapter of Phi Delta Kappa. He has been recognized for professional excellence by the National School Public Relations' Association, the Colorado School Guidance Counselors' Association, and Optimists International.

Dr Reiter is married to Patricia L. Reiter, an accountant, and has one daughter, Kristin M. Reiter an attorney in the Chicago area.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
005. bio	re: Robin Taggart [partial] (1 page)	n.d.	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19008

FOLDER TITLE:

Education #6 [Binder] [2]

2013-0534-S

rc1457

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

Robin Taggart
3800 S. Green Ct.
Sheridan, CO 80110

[005]
I was born in (b)(6) I went to Denver public schools and graduated in 1974. I married Cindy David in 1977 and we have two children. My son, Andrew, is 15 and my daughter, Kristi, is 10. Both children go to Sheridan schools. I have been on the accountability committee at Fort Logan Elementary for four years. We moved to Sheridan and bought a house in 1993.

Both my wife and myself work for Denver public schools. For the past 19 years, I have worked as a custodian, and Cindy has worked as a cook.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
006. bio	re: JoAnn Thwaites [partial] (1 page)	n.d.	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19008

FOLDER TITLE:

Education #6 [Binder] [2]

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JoAnn Thwaites
Teacher

My name is JoAnn Thwaites. I was born in (b)(6) to [006].
David and Marianna Austin. I am the eldest of four children. At age five, I moved to
Sacramento, California where my father was stationed at McClellan Air Force Base.
Eventually, we moved to Colorado Springs where I attended and graduated from
Widefield High School. I enrolled in The University of Northern Colorado in 1978 and
graduated with a bachelors degree in Elem. Ed and Special Ed.(EMH K-12). I have been
married for 19 years to Ron Thwaites and have two children, Christopher, age 18 and
Lindsay age, 15. I Have worked in the Sheridan School District for 15 years where I have
taught first and second grade. I received a Masters Degree in Elementary Education in
1993.

Background Information
Dottie Lamm on Education
Talking Points
September 24, 1998

As part of Dottie Lamm's education platform, if elected she would:

- Co-sponsor and vote for the School Modernization Act (S. 1705), which would provide tax breaks for *local* school districts to issue school modernization bonds;
- Co-sponsor and vote for legislation creating incentives for the hiring of 100,000 teachers- such as partial loan forgiveness for graduates who agree to teach elementary students- because smaller class sizes result in brighter kids;
- Oppose efforts to abolish the federal Education Department, which provides 75% of all student loans and grants;
- Support the President's proposal to reauthorize the Higher Education Act and reduce the cost of student loans to families by 10%;
- Support an annual \$50 million grant initiative for five years to help *local* school districts develop after-school programs, thereby assisting parents still at work and keeping youngsters off the streets and out of trouble;
- Oppose vouchers and efforts to divert public funds to private schools;
- Support fully funding Title I programs for disadvantage students;
- Support increased funding for school repair and construction;
- Support increased funding to re-tool our schools for the information superhighway and the 21st century;
- Support parental choice in education;
- Support efforts to increase parental involvement in their children's education; and
- Oppose efforts to cut Head Start and school meal programs.



Dottie Lamm... **Supporting Public Education**

Our public schools are the glue that binds America. Where else are children of different backgrounds, income classes and abilities brought together on a daily basis to learn together and learn about each other? Before public schools existed, education was reserved for only those families who could afford to send their children to private schools. Today, thanks to our public education system, all children have the right to an education, regardless of income. For this reason we must recommit ourselves to developing and maintaining strong, vibrant and effective public schools, without which our society will become even more fractured and incongruous. Attempts to siphon money away from our public schools only serve to hurt public school students, parents and teachers while rewarding private and religious schools with taxpayer dollars.

A Commitment to Public Schools

I am proud that both of my children attended public schools. The education and experiences we took away from their school years will stay with us for the rest of our lives. Moreover, having come from a family of teachers, I know firsthand the dedication, hard work, commitment, and emotion that a teacher invests in his or her students. When I am elected to the Senate, my firsthand knowledge of what it means to be a teacher and the importance of public schools will govern how I vote and represent the people of Colorado. For this reason, I have earned the support of the Colorado Education Association's 31,500 members. In particular, I will:

- Oppose vouchers and efforts to divert public funds to private schools;
- Oppose efforts to abolish the Education Department;
- Support fully funding Title I programs for disadvantaged students;
- Support efforts to hire more teachers and reduce class size;
- Support increased funding for school repair and construction;
- Support increased funding to re-tool our schools for the information superhighway and the 21st century;
- Support parental choice in public schools;
- Support efforts to increase parental involvement in their children's education; and
- Oppose efforts to cut Head Start and school meal programs.

Education

One cannot over-emphasize the difference a quality education can make in the lives of individuals and communities. Our public schools are more than just places of learning, they are vital institutions binding our communities. Having sent both of my children to public schools, I understand the importance of a safe learning environment, small class size and local control. Moreover, we know for a fact that on average, those with college degrees earn \$600,000 more over a lifetime than those without a college degree. Improving our schools will be a major part of my campaign and if I am elected to the United States Senate I will:

- Co-sponsor and vote for the School Modernization Act (S. 1705), which would provide tax breaks for *local* school districts to issue school modernization bonds;
- Co-sponsor and vote for legislation creating incentives for the hiring of 100,000 teachers — such as partial loan forgiveness for graduates who agree to teach elementary students — because smaller class sizes result in brighter kids;
- Oppose efforts to abolish the federal Education Department, which provides 75% of all student loans and grants;
- Support the President's proposal to reauthorize the Higher Education Act and reduce the cost of student loans to families by 10%; and
- Support an annual \$50 million grant initiative for five years to help *local* school districts develop after-school programs, thereby assisting parents still at work and keeping youngsters off the streets and out of trouble.

Wiring the Western Slope

I believe the federal government and the State of Colorado should take advantage of the information superhighway to help Western Slope residents and businesses increase their access to scarce information and services. With the right political will, telecommuting, telehealth services and remote educational access are all possible, in a comprehensive way, on the Western Slope. Government can and should provide the incentives necessary to promote such activities and ensure the orderly development of such infrastructure. The information superhighway is to

Background Information

Lt. Governor Schoettler On Education

- Schoettler was elected to the Douglas County Board of Education where she served for eight years, four of them as president. She also served as a Trustee of the University of Northern Colorado from 1981 to 1987 and was president of the Children's Museum. She knows first hand how to make schools work.
- Schoettler will work to reduce the size of kindergarten through third grade classrooms.
- Schoettler supports implementing high academic standards and assessments for grades K through 12 and will continue the progress begun by the Romer administration in standards based reform.
- Schoettler will work to renew community involvement in public education by promoting public school choice and securing safe and supportive school environments.
- Unlike her opponent, Schoettler opposes tax credits and vouchers that will undermine public schools.
- Schoettler will work to implement rigorously defined content standards in core subjects and hold schools accountable for reaching those standards.
- Unlike her opponent, Schoettler seeks to use part of Colorado's budget surplus to repair and build new schools, a responsible and mainstream position favored by a majority of Coloradans.



Schoettler for Governor K-12 Education Policy

Education is Lt. Governor Gail Schoettler's top priority. She believes that providing children with the best possible opportunities to fulfill their potential, reach their goals and become successful is key to Colorado's future.

Schoettler's public service is rooted in her strong commitment to improving public education in Colorado. While her children attended public school, she was elected to the Douglas County Board of Education where she served for eight years, including four years as President. She served as a Trustee of the University of Northern Colorado from 1981 to 1987 and was president of the Children's Museum. As Governor, Schoettler will work to improve education by:

- reducing the size of kindergarten through third grade classes;
- raising student achievement by implementing academic content standards;
- strengthening professional development of teachers;
- securing safe and supportive school environments;
- renewing community involvement in public education; and
- promoting public school choice.

Smaller Class Size for K-3

Smaller class sizes for students in the crucial learning years of kindergarten through third grades will boost student achievement as students benefit from more one-on-one teacher attention. Studies have shown that students who are placed in schools with smaller class sizes (18 or less):

- have better reading skills;
- score higher on national math tests; and
- are 6 months ahead of their counterparts in larger-than-average classes; and are less likely to dropout of school in later grades.

As Governor, Schoettler will fight for funds to reduce class size. Smaller class size is not only good educational policy, but also a wise investment in our children's future

Higher Expectations, Better Results

Schoettler will continue to support the progress Colorado communities, schools, teachers, and parents have made to raise student achievement across the state. Holding schools accountable for implementing content standards -- rigorous statements of what students should learn in core subject areas -- is the foundation for student achievement. Standards raise expectations for all students --including special education and gifted students

Fair testing is another key component to better schools. Testing gives the public, parents, and educators a way to track how well students are meeting standards by schools, by districts and across the state. This accountability measure spotlights best classroom practices, holds schools accountable, and identifies opportunities for improvement.

Teacher Development

There is no nobler calling than teaching. After parents, probably no single individual has as much influence on a child's life as a skilled teacher. Quality education depends on the skills and dedication of our teachers. As Governor, Schoettler will work with the Colorado Commission on Higher Education and Colorado's colleges and universities to graduate teachers equipped to handle today's classroom challenges. New teachers and veterans alike must have access to ongoing and effective training. Accomplished teachers should also be rewarded for their hard work. As a Douglas County school board member, Schoettler had first hand experience in working with teachers and school administrators to institute a fair compensation plan for outstanding teachers. Schoettler believes that just as we have tough standards for students, we must also have rigorous standards for educators.

Safe Schools

All parents should have peace of mind that their children are safe at school. In the past year, we have all been stunned by the string of schoolyard shootings. While such violent acts are difficult to predict or prevent, they cannot be ignored.

As Governor, Schoettler will be a strong advocate for local school violence prevention programs. She believes school safety plans are best developed at the local level to reflect local needs. But the state can assist by serving as a resource to develop plans, share information on what works, and spotlight successful efforts to keep schools secure and to prevent violence and drug use in and around schools. Her administration will help schools work with local law enforcement agencies and their communities to put in place an effective school safety and crime prevention plan to protect Colorado's children.

Community Responsibility for Public Education

Parents and teachers have the primary responsibility for the education of children, but they cannot do it alone. The community has a vested interest in the quality of public schools and must share in this responsibility. As Lt. Governor, Schoettler created the Colorado School-to-Career Partnership that brings schools and more than 23,000 businesses together to give kids the skills they need to get jobs. She will continue to champion the work of business and community leaders who support schools by volunteering their time, serving as role models for young people, donating equipment, and taking an active role in school activities.

Public School Choice

Schoettler knows that a strong, effective public school system gives parents choices on where to send their children to school. Schoettler supports giving parents options such as charter schools and open enrollment. Charter schools provide an avenue for teachers, parents, and community members to establish schools that fit a variety of learning needs. Open enrollment allows parents to send their child to another school, within their school district, if space is available. Schoettler believes that these choices strengthen the public school system.

**PRESIDENT CLINTON:
QUALITY SCHOOLS FOR THE 21ST CENTURY**

September 8, 1998

"It is time to show our children and the world that America truly values education. Let us make every school across America a shining, modern temple of learning -- a place where a computer is as common in the classroom as a chalkboard, where classes are small enough for teachers to teach and children to learn, where students are inspired to look to the future with hope and confidence. Our children deserve nothing less."

President Bill Clinton
September 8, 1998

Today, as President Clinton kicks off National School Modernization Day at Pine Crest Elementary School in Silver Spring, Maryland, more than 80 events in cities nationwide will be held with nearly 50 members of Congress, and education, community, and business leaders. The President will release a report by the Department of Education showing that enrollment in elementary and secondary school is at an all-time high, and will call on Congress to support and pass the education agenda the President called for in his State of the Union Address, to build and modernize 5,000 schools, hire 100,000 new teachers, and connect every classroom to the Internet.

SCHOOL ENROLLMENT AT AN ALL-TIME HIGH. As members of Congress, education, community, and business leaders attend National School Modernization events nationwide, President Clinton will release a new Department of Education report -- The Third Annual Report On The Baby Boom Echo, which finds that:

- 52.7 million children attend public and private elementary and secondary schools in America today -- the highest enrollment ever;
- 2.2 million teachers will need to be hired over the next ten years to meet greater enrollment demands;
- A record 14.6 million students will attend college this year.

THE NEED FOR SCHOOL MODERNIZATION AND RENOVATION. According to a recent General Accounting Office (GAO) report, about 14 million students attend schools that need extensive repair or replacement of one or more buildings. Almost 60 percent of America's schools reported at least one major building feature in disrepair. As part of National School Modernization Day, communities across the country, elected officials, parents, and business leaders will gather to hear the President's speech and discuss their own strategies for school construction and renovation, achieving smaller classes with well-qualified teachers, and taking advantage of new technologies.

CALLING FOR IMMEDIATE CONGRESSIONAL ACTION. The President is urging Congress to help America address these pressing needs by enacting -- in the next month before they adjourn -- the President's education agenda, which calls for:

- **Building and Renovating Over 5,000 Schools** through School Modernization Tax Credits to help provide all students with safe, state-of-the-art school buildings;
- **Hiring 100,000 Teachers To Reduce Class Size** in grades 1-3 to a nationwide average of 18 students, helping to ensure that every child receives individual attention, gets a solid foundation for further learning, and learns to read independently and well by the end of third grade;
- **Harnessing Technology For Education.** The Clinton Administration has made an unprecedented commitment to bring technology into the classroom and ensure that all children are technologically literate by the dawn of the 21st Century. However, appropriations bills on Capitol Hill eliminate funding for technology teacher training, and cut funding for the Technology Literacy Fund and educational technology. The President strongly opposes these measures and will also continue to strongly oppose any effort by the Congress to repeal or delay the e-rate -- an expansion of universal service to provide discounted Internet access and telecommunications services to schools and libraries.

PRESIDENT CLINTON ANNOUNCES NEW RECORD SCHOOL ENROLLMENT AND CALLS ON CONGRESS TO HELP IMPROVE, MODERNIZE SCHOOLS

The ultimate national security of any country rests in the strength of its own citizens. And for us, that means we have got to prove that no matter how diverse we are, we can still offer a world-class education to every single American child. -President Clinton, August 31, 1998

"Baby Boom Echo" Yields 52.7 Million Schoolchildren this Fall. Joined by roughly 50 Members of Congress, and education, community and business leaders in more than 80 cities across the United States, President Clinton on Tuesday, September 8, will release a new Department of Education report -- the third annual Report on the Baby Boom Echo. The findings include:

- 52.7 million children attend public and private elementary and secondary schools in America today -- the highest school enrollment ever.
- 2.2 million teachers will need to be hired over the next ten years.
- A record 14.6 million students will attend college this year.

The report includes current and projected data on specific states, as well as data on recent growth in selected suburban communities across the country.

Communities Cite Needs, Successes on National School Modernization Day. According to a recent GAO Report, about 14 million students attend schools that need extensive repair or replacement of one or more buildings. Almost 60 percent of America's schools reported at least one major building feature in disrepair. In communities across the country, elected officials, parents, business leaders and others will gather to hear the President's remarks, and discuss their own communities' strategies for school construction and renovation, achieving smaller class sizes with well-qualified teachers, and taking advantage of new technologies. These local forums are part of National School Modernization Day on September 8.

President Clinton Calls for Immediate Action by Congress. The President will urge Congress to help America address these pressing needs by enacting -- in the next month before leaving Washington -- the education agenda that he first proposed in the State of the Union address, including:

- **BUILDING AND RENOVATING OVER 5,000 SCHOOLS.** The President has proposed School Modernization Tax Credits to help provide all students with safe, state-of-the-art school buildings. The proposal would use Federal tax credits to pay interest on nearly \$22 billion in bonds.
- **HIRING 100,000 TEACHERS TO REDUCE CLASS SIZE.** President Clinton is committed to helping local schools provide smaller classes with well-prepared teachers in the early grades. The initiative would provide \$12.4 billion over seven years to reduce class size in grades 1-3 to a nationwide average of 18 and help make sure that every child receives individual attention, gets a solid foundation for further learning, and learns to read independently and well by the end of third grade.
- **HARNESSING TECHNOLOGY FOR EDUCATION.** The Clinton Administration has made an unprecedented commitment to bring technology into the classroom and ensure that all children are technologically literate by the dawn of the 21st century. However, the House appropriations bill cuts the President's request for educational technology by \$180 million, while the Senate cuts it by \$98 million. They eliminate \$75 million for technology teacher training, which would help new teachers learn to use technology effectively to strengthen instruction and enhance student learning, and they also cut \$50 million from the President's request for the Technology Literacy Challenge Fund, which would deny funding to 400 school districts to provide students and teachers with access to classroom computers, training and the latest educational software and telecommunications technology. The President will also continue to strongly oppose any effort by the Congress to repeal or delay the e-rate -- an expansion of universal service to provide discounted Internet access and telecommunications services to schools and libraries.

FACT SHEET: MODERNIZE SCHOOLS FOR THE 21ST CENTURY

In order for students to learn and to compete in the global economy, schools must be well-equipped and they must be able to accommodate smaller class sizes. To address these and other critical needs, the President's FY 99 Budget proposes Federal tax credits to pay interest on nearly \$22 billion in bonds to build and renovate public schools. This is more than double the assistance proposed last year, which covered up to half the interest on an estimated \$20 billion in bonds. The new proposal provides tax credits in lieu of interest payments for investors in two types of School Modernization Bonds: Qualified School Construction Bonds (a new proposal) and expansion of the Qualified Zone Academy Bonds (created last year). The Department of the Treasury estimates that the revenue loss associated with the bonds would be \$5 billion over 5 years and over \$11 billion over 10 years.

Qualified School Construction Bonds

\$19.4 billion in zero-interest bonds (\$9.7 billion in 1999 and \$9.7 billion in 2000) is proposed for construction and renovation of public school facilities. The Department of the Treasury would allocate the rights to offer these special 15-year bonds to States, territories, and certain school districts that have submitted school construction plans to the Secretary of Education.

Half of the bond authority would be allocated to the 100 school districts with the largest number of low-income children, in proportion to their share of funds under the Title I Basic Grant formula in the preceding year. In addition, up to 25 additional school districts that are in particular need of assistance, such as districts with a low level of resources for school construction or a high level of enrollment growth, could receive these allocations. These funds would be spent in accordance with the school district's plans.

The other half would be allocated to States and territories to provide to school districts in need of assistance in accordance with each State's plan. The bond authority would be allocated in proportion to each State's share of funds under the Title I Basic Grant formula in the preceding year, after subtracting the Title I shares of the 100-125 school districts (above).

School Construction Plans: In order to receive a bond allocation, States, territories, and the eligible 100-125 school districts would be required to submit a plan to the Secretary of Education. The plans would (1) demonstrate that a comprehensive survey has been undertaken of the construction and renovation needs, such as the need to provide access to students with disabilities, in the jurisdiction and (2) describe how the jurisdiction will ensure that the bond funds are used for the purposes intended by this proposal, including the requirement that they will supplement, not supplant, amounts that would have been spent on construction and renovation in the absence of the bonds. State plans would also describe how they will ensure that localities with the greatest need -- as demonstrated by inadequate facilities coupled with a low level of resources to meet the needs -- would be served.

Qualified Zone Academy Bonds

This program, created by the Taxpayer Relief Act of 1997, provides a tax credit to pay interest on bonds for a variety of expenses (including building renovation) related to certain public school-business partnerships. The FY 99 Budget would expand these bonds to cover school construction, and would increase and extend the bond authority by \$2.4 billion (an additional \$1 billion, to \$1.4 billion, in 1999, and \$1.4 billion in 2000). This bond authority is allocated to States on the basis of their respective populations of individuals with incomes below the poverty line.

THE NEED FOR SCHOOL MODERNIZATION ASSISTANCE

The President's proposal to create School Modernization Bonds is designed to address a nationwide school facilities crisis. These funds are necessary because: (1) the cost to repair existing schools is high, and States and communities can stretch their efforts and dollars further with these interest-free bonds; (2) enrollment growth is surging; and (3) better school facilities lead to better academic achievement.

The Cost to Repair Existing Schools Is High

In a 1995 report, School Facilities: Condition of America's Schools, the General Accounting Office (GAO) estimated that the cost of bringing the Nation's schools into good overall condition was \$112 billion. GAO's report indicated:

- One-third of all schools, serving 14 million students, need extensive repair or replacement;
- About 60 percent (including some schools in generally adequate condition) of all schools report needing at least one major building feature to be replaced or extensively repaired.

According to GAO: 28,100 schools serving 15 million students have less-than-adequate heating, ventilation, and air-conditioning systems; 23,100 schools serving 12 million students have less-than-adequate plumbing; and 21,100 schools serving 12 million students have less-than-adequate roofs.

GAO cited some horrific examples of the need for school repairs:

- Heating depends on a fireman's stoking a coal furnace by hand at a high school;
- Raw sewage was backed up on the front lawn of a junior high school because of defective plumbing
- At an elementary school, a ceiling weakened by leaking water collapsed just 40 minutes after students had left for the day; and
- Another elementary school had asbestos, chipping and peeling lead paint, and boarded windows.

Enrollment Growth is Surging

The National Center for Education Statistics projects that elementary and secondary enrollments will swell from 52.2 million in 1997 to 54.4 million in 2006. State and localities will need to build some 6,000 new schools to serve additional students in the next decade.

The Condition of Schools Is Related to Student Achievement

Several research studies indicate that the condition of school buildings affects student achievement. For instance, a 1991 study in the District of Columbia found that students in school buildings that were in poor condition had achievement 6 percent below students in schools that were in fair condition and 11 percent below students in schools in excellent condition.

HOW COULD SCHOOL MODERNIZATION BONDS HELP SCHOOLS IN MY AREA?

School Modernization Bonds would work differently in various communities. Below are three examples that illustrate differences among communities based on their: (1) school construction needs; (2) authority to issue bonds; and (3) ability to issue bonds.

School District A – A Rapidly Growing School District

School District A needs funds to construct additional schools to educate its rapidly growing enrollment. The State would allocate bond authority to School District A. When this community passes a bond initiative, it would then enter into an agreement with a financial company to sell the bonds to bond holders in order to raise funds to build schools in the community. The school district would use these funds to plan, design, and build additional schools. The community would repay the principal on the bonds to the bond holders, but it would not have to pay interest on the School Modernization Bonds. The bond holders would receive a tax credit equivalent to the amount of interest they would ordinarily have received on the loan.

School District B – A School District with School Buildings in Need of Renovation

School District B needs funds to renovate its aging school buildings. This school district would receive a direct allocation of bond authority from the Federal Government because it is one of the 100 school districts with the largest number of students in poverty. This community has already passed a bond initiative, so it does not have to go to its citizens to gain the authority to issue bonds. The district is still eligible to issue School Modernization Bonds because it has not yet issued all of the bonds its citizens authorized it to issue. It would issue the bonds through a financial company to raise the funds necessary to renovate its schools. School District B would use these funds to renovate its facilities taking into account the need to accommodate modern educational technologies; provide access to individuals with disabilities; improve the energy efficiency of its buildings; and to bring its buildings, including its roofs and boilers, into good overall condition. The bond holders would be repaid as they would under the example for School District A. One difference would be that School District B would be able to use money saved from its energy bill to help it repay the principal on the loan.

School District C – A School District on a Poor Indian Reservation

This poor public school district needs funds to renovate a school and build a new school but is unable to issue bonds itself because of its small tax base. School District C would receive a heavily subsidized loan from the State. The State would subsidize the loan either by contributing the State's own funds toward the loan or by decreasing the amount of the subsidy other communities would receive under School Modernization Bonds in the State. School District C would not issue the bond itself; the State would issue it on behalf of School District C and several other school districts. School District C would use the funds to plan, design, and construct its new building and to renovate its existing school. The State could guarantee that School District C would repay the loan by retaining State aid in event that the school district stopped making payments. School District C would pay only a portion of the principal on the loan to the State because the loan is subsidized. The bond holders would be repaid as described in the above examples, except the State rather than the community would repay the principal to the bond holders.

IMPACT OF INADEQUATE SCHOOL FACILITIES ON STUDENT LEARNING

A number of studies have shown that many school systems, particularly those in urban and high-poverty areas, are plagued by decaying buildings that threaten the health, safety, and learning opportunities of students. Good facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school. A growing body of research has linked student achievement and behavior to the physical building conditions and overcrowding.

Physical Building Conditions

Decaying environmental conditions such as peeling paint, crumbling plaster, non-functioning toilets, poor lighting, inadequate ventilation, and inoperative heating and cooling systems can affect learning as well as the health and morale of staff and students.

Impact on Student Achievement

- A study of the District of Columbia school system found, after controlling for other variables such as a student's socioeconomic status, that students' standardized achievement scores were lower in schools with poor building conditions. Students in school buildings in poor condition had achievement that was 6% below schools in fair condition and 11% below schools in excellent condition. (Edwards, 1991)
- Cash (1993) examined the relationship between building condition and student achievement in small, rural Virginia high schools. Student scores on achievement tests, adjusted for socioeconomic status, was found to be up to 5 percentile points lower in buildings with lower quality ratings. Achievement also appeared to be more directly related to cosmetic factors than to structural ones. Poorer achievement was associated with specific building condition factors such as substandard science facilities, air conditioning, locker conditions, classroom furniture, more graffiti, and noisy external environments.
- Similarly, Hines' (1996) study of large, urban high schools in Virginia also found a relationship between building condition and student achievement. Indeed, Hines found that student achievement was as much as 11 percentile points lower in substandard buildings as compared to above-standard buildings.
- A study of North Dakota high schools, a state selected in part because of its relatively homogeneous, rural population, also found a positive relationship between school condition (as measured by principals' survey responses) and both student achievement and student behavior. (Earthman, 1995)
- McGuffey (1982) concluded that heating and air conditioning systems appeared to be very important, along with special instructional facilities (i.e., science laboratories or equipment) and color and interior painting, in contributing to student achievement. Proper building maintenance was also found to be related to better attitudes and fewer disciplinary problems in one cited study.
- Research indicates that the quality of air inside public school facilities may significantly affect students' ability to concentrate. The evidence suggests that youth, especially those under ten years of age, are more vulnerable than adults to the types of contaminants (asbestos, radon, and formaldehyde) found in some school facilities (Andrews and Neuroth, 1988).

Impact on Teaching

- Lowe (1988) interviewed State Teachers of the Year to determine which aspects of the physical environment affected their teaching the most, and these teachers pointed to the availability and quality of classroom equipment and furnishings, as well as ambient features such as climate control and acoustics as the most important environmental factors. In particular, the teachers emphasized that the ability to control classroom temperature is crucial to the effective performance of both students and teachers.
- A study of working conditions in urban schools concluded that "physical conditions have direct positive and negative effects on teacher morale, sense of personal safety, feelings of effectiveness in the classroom, and on the general learning environment." Building renovations in one district led teachers to feel "a renewed sense of hope, of commitment, a belief that the district cared about what went on in that building." In dilapidated buildings in another district, the atmosphere was punctuated more by despair and frustration, with teachers reporting that leaking roofs, burned out lights, and broken toilets were the typical backdrop for teaching and learning." (Corcoran et al., 1988)
- Corcoran et al. also found that "where the problems with working conditions are serious enough to impinge on the work of teachers, they result in higher absenteeism, reduced levels of effort, lower effectiveness in the classroom, low morale, and reduced job satisfaction. Where working conditions are good, they result in enthusiasm, high morale, cooperation, and acceptance of responsibility."
- A Carnegie Foundation (1988) report on urban schools concluded that "the tacit message of the physical indignities in many urban schools is not lost on students. It bespeaks neglect, and students' conduct seems simply an extension of the physical environment that surrounds them." Similarly, Poplin and Weeres (1992) reported that, based on an intensive study of teachers, administrators, and students in four schools, "the depressed physical environment of many schools... is believed to reflect society's lack of priority for these children and their education."

Overcrowding

Overcrowded schools are a serious problem in many school systems, particularly in the inner cities, where space for new construction is at a premium and funding for such construction is limited. As a result, students find themselves trying to learn while jammed into spaces never intended as classrooms, such as libraries, gymnasiums, laboratories, lunchrooms, and even closets. Although research on the relationship between overcrowding and student learning has been limited, there is some evidence, particularly in high-poverty schools, that overcrowding can have an adverse impact on learning.

- A study of overcrowded schools in New York City found that students in such schools scored significantly lower on both mathematics and reading exams than did similar students in underutilized schools. In addition, when asked, students and teachers in overcrowded schools agreed that overcrowding negatively affected both classroom activities and instructional techniques. (Rivera-Batiz and Marti, 1995)
- Corcoran et al. (1988) found that overcrowding and heavy teacher workloads created stressful working conditions for teachers and led to higher teacher absenteeism.

Crowded classroom conditions not only make it difficult for students to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work or on teaching anything beyond the barest minimum of required material. In addition, because teachers must constantly struggle simply to maintain order in an overcrowded classroom, the likelihood increases that they will suffer from burnout earlier than might otherwise be the case.

Talking Points
Smaller Class Size Event
Fort Logan Elementary School
September 24, 1998

- It is a pleasure to be here in Colorado and at a school as unique as Fort Logan Elementary. I understand this is your 75th year of educating children and I wish you another 75 years of success.
- As we approach the 21st Century, we have a responsibility to ensure that our children and grandchildren enter the next century with the tools they need to compete in a global economy.
- For this reason, quality, universal education must be our top priority.
- This means reducing class size - because all the statistics show that smaller classes result in brighter kids - repairing dilapidated schools, and updating them for the information super-highway.
- As I understand, Fort Logan Elementary and its teachers felt that smaller class size, particularly in the early years, was so important that the teachers here agreed to take a pay cut so they would have the resources for more personalized instruction. That is very admirable and commendable, and I would like to personally thank all of the teachers at Fort Logan for their sacrifice on behalf of America's children and our future.
- In Colorado, we have an opportunity to elect two people whose commitment to education is rock solid, and who we can trust to support our local public schools, not dismantle them.
- I look forward to having Dottie Lamm in the Senate, because she can be trusted to vote for the School Modernization Act, reducing class size, and implementing high standards in reading and math.
- Dottie has talked extensively about an issue that is near and dear to my heart and that is early childhood education. She is absolutely correct when she says that we just don't fill brains, we build brains.

- Colorado also needs a governor who will be there to defend public education, provide the resources to repair and modernize Colorado's schools, and help local school districts hire the teachers they need to reduce class size.
- With Colorado as one of the fastest growing states in the nation, you have even more pressures for school construction, repair and modernization, and maintaining manageable classroom size so teachers can spend more time teaching and less time disciplining.
- And finally, taking time to instill community values and common courtesy in our youngsters - as they are doing right here at Fort Logan - is the most intangible element of education but probably the most important. When students are courteous to their teachers, parents, and each other, everyone can learn in a safe and nurturing environment without disruptions.

September 23, 1998

EDUCATION EVENT
FIRST LADY HILLARY RODHAM CLINTON
Campaigning with U.S. Senate Candidate Dottie Lamm
and Gubernatorial Candidate Gail Schoettler

EVENT: Education/smaller class size
DATE: Thursday, September 24, 1998
LOCATION: Fort Logan Elementary School
Sheridan, Colorado
TIME: 1:55 p.m. - 3:00 p.m.
FROM: Craig T. Smith and Craig Hughes

I. PURPOSE

The purpose of this event is to illustrate the key difference between the Democratic candidates for Governor and U.S. Senate and their Republican opponents -- their positions on education.

II. BACKGROUND

Fort Logan elementary school is 75 years old and features grades 1 through 5. The school took it on themselves to improve the way they do business, and, working with the school district, parents, and teachers have made great progress.

- Teachers at the school took a pay cut so the school could reduce class size in grades K through 3, where smaller classes are the most critical.
- 30 AmeriCorps volunteers assist teachers and students with reading and in the playground.
- The school also places a heavy emphasis on parental involvement -- parents are expected to participate in the PTA and make other time commitments to the school. 96 out of 100 families have signed up for the PTA.
- 78% of the students are on reduced or free school meals.

Dottie Lamm and Gail Schoettler are both campaigning on strong education agendas. Both have been endorsed by the Colorado Education Association. One of the key elements both candidates stress is lowering school class sizes so that children get the attention that they need.

Lamm supports efforts to hire more teachers and reduce class size, has called for full funding of Title I programs for disadvantaged children, and supports increased funding for school

repair and construction.

Schoettler has called for class sizes of 18 or less from K-3 and, as Governor, will fight for increase funds to accomplish these reduced class sizes. She has also called for securing safe and supportive school environments, strengthening the development of teachers, and implementing academic content standards.

Both Lamm and Schoettler believe in public school choice, but are strongly opposed to private school voucher or tax credit programs.

III. PRESS PLAN

The tour and speaking program portions of the event will be open to pool press only.

IV. SEQUENCE OF EVENTS

- **You** arrive at the school and are greeted by Superintendent Ken Reitter and Principal Judy Kary.
- Ken Reitter and Judy Kary lead **You**, Dottie Lamm, and Gail Schoettler on a tour of a second grade classroom. This class has been reduced in size because the teachers were willing to take a pay cut.
- **You** proceed to the school cafeteria for a speaking program.
- Program:
 - Principal Judy Kary makes welcoming remarks.
 - Superintendent Ken Reitter makes brief remarks and introduces 2nd grade teacher Jo Ann Thwaites.
 - Jo Ann Thwaites makes brief remarks and introduces Mr. Robin Taggart, parent of a Fort Logan student.
 - Mr. Taggart makes brief remarks and introduces Lt. Governor Schoettler.
 - Lt. Governor Schoettler makes brief remarks and introduces Dottie Lamm.
 - Dottie Lamm makes brief remarks and introduces **You**.
 - **You** make remarks.
- **You** depart.

V. REMARKS

To be provided by speechwriting.

The Associated Press State & Local Wire

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September 25, 1998, Friday, PM cycle

SECTION: State and Regional

LENGTH: 612 words

HEADLINE: Mrs. Clinton deplores lack of school funding, criticizes Congress

BYLINE: STEVEN K. PAULSON, Associated Press Writer

DATELINE: SHERIDAN, Colo.

BODY:

Hillary Rodham Clinton received a standing ovation from school and business leaders after she jumped on Congress, accusing the nation's leaders of dropping the ball on funding for education and diverting badly needed resources.

While she wasn't specific, it was clear that she was referring to the time lawmakers are devoting to pending impeachment proceedings against her husband.

After touring a second-grade classroom at the 75-year-old **Fort Logan Elementary** School on Tuesday, she praised teachers and students for their achievements, despite a lack of funding for better classrooms.

"Many people in decision-making positions are not paying attention to what actually works in public education," she told a gathering of school and business leaders. "There is no more important issue facing our country than education."

Mrs. Clinton was greeted by protesters with signs saying "Time to foot the Bill" and "It takes a village to raise an idiot," which she ignored.

But she made a passing reference to Congress and its preoccupation with impeachment proceedings in the Monica Lewinsky affair, saying Congress was "too busy" to do anything about education.

"Congress doesn't have time to deal with the important issues that confront our country," she said. "There is no more important issue facing our country than education."

"They'd rather spend their time dividing our country, diverting our resources, doing anything but focusing on the real problems of America," she told a small gathering of local school and business leaders.

Ken Reiter, schools superintendent, said 90 percent of the 350 students in the school received low income lunch subsidies.

He said the school opted to spend money on education rather than on building new classrooms. The school hired more teachers and reduced class size to 17 pupils per classroom, leaving little money to replace damaged windows and doors. However, student test scores rose two levels in a year's time, showing the money was well spent, he said.

"It's a sad reminder in our nation and state that some children are not as valued as others," he said. "Our achievement may be in jeopardy."

Mrs. Clinton asked for copy of Reiter's speech to take back to Washington in her push for better funding for education.

She also took time to tour a second-grade classroom, shaking hands with the 10 boys and seven girls and praising their teachers.

Noting that one child wore a Red Sox shirt, she said "I'm a Cubs fan. I kind of like Sammy Sosa."

"It was fun meeting her," said Anthony Lucas, who noted that he also liked Sosa because "he hit long home runs."

Earlier in the day, Mrs. Clinton attended a fundraising reception at \$ 200 a person, and a luncheon at \$ 999 a plate to raise money for U.S. Senate candidate Dottie Lamm and Gail Schoettler, the Democratic candidate for governor.

Bob Enyart, who held up a sign with 200 red, white and blue balloons outside the school saying "Time to foot the Bill," said Mrs. Clinton is sending the wrong message by not speaking out about her husband's actions.

"Hillary is teaching women that if your husband cheats on you, sit back and take it. That sets back the cause of women 100 years," said Enyart, of the Derby Bible Church in Commerce City.

Mrs. Clinton praised her husband three times during her speech, noting that the president felt it was unacceptable for teachers and students to work in substandard facilities.

She said members of Congress need to get out and see the dilapidated schools she has visited, with plaster falling off the ceiling and cracks in the floors.

"They could not do that and the result is, you won't see them (here)," she said.

LANGUAGE: ENGLISH

LOAD-DATE: September 25, 1998

FOCUSTM

Search: General News;fort logan elementary and hillary w/2 clinton

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September 25, 1998 Friday 2D EDITION

SECTION: A SECTION; Pg. A-09

LENGTH: 694 words

HEADLINE: First lady rips Congress In Denver, she urges action on 'the real problems'

BYLINE: By Fred Brown, Denver Post Political Editor

BODY:

Hillary Rodham **Clinton** used a school cafeteria setting Thursday to urge that Congress turn its attention to important national issues such as education.

Mrs. Clinton never made direct reference to Washington's obsession with the bill of particulars against her husband, but she did say of Congress:

"They'd rather spend their time dividing our country, diverting their resources, doing anything but focusing on the real problems of America." Visits grade school

She spoke to about 70 people at **Fort Logan Elementary** School, housed in a 75-year-old building in the southwest Denver enclave of Sheridan.

She noted that parents and teachers in the Sheridan district have worked together to reduce the number of students in each classroom, sacrificing other amenities such as better facilities.

"Let's reward places like Fort Logan that have put themselves on the line to do the right thing," she said.

She said Congress should be holding hearings on bills such as President Clinton's proposal to give local school districts enough federal money to put 100,000 more teachers in the classroom.

Instead, she said, "Congress doesn't have time to hold hearings to deal with the important issues that confront our country.

"There is no more important issue facing the our country than education."

Mrs. Clinton, appearing poised and confident, spoke for about 10 minutes after visiting a class of 17 second-graders.

In the classroom, she shook hands with the children and praised them and their teachers for their work. Protesters on hand

Noting that one child wore a Red Sox shirt, she said "I'm a Cubs fan. I kind of like Sammy Sosa."

As she left the school, she made a brief appearance at an assembly in the building's gymnasium. Virtually all of the school's 350 first- through fifth-graders were there.

Outside, a group of 12 to 15 protesters chanted "Impeach Clinton" and held up a swastika banner, posters of aborted fetuses and signs reading, "It takes a village to raise an idiot" and "Lyin' King & the Queen of Denial."

There also were several hand-lettered signs welcoming her to Sheridan. And the students accompanying her out of the building sang "America the Beautiful," partially drowning out the chants of the protesters.

Mrs. Clinton received a standing ovation from the audience of parents, teachers and members of the Sheridan school board when she entered the school cafeteria.

She asked for a copy of an earlier address given by Ken Reiter, the district superintendent, calling it "one of the most eloquent, impassioned addresses on public education I've ever heard."

Reiter said the school, in a low-income area with 50 percent minority enrollment, has spent money to keep class sizes low instead of on repairs to the 1923-vintage building. The investment paid off, he said: Student scores on literacy tests rose two grade levels in one year.

But Reiter noted that state aid to schools has not kept pace with inflation, and "the excellence which has been brought to Fort Logan is in jeopardy."

"It's a sad reminder in our nation and state that some children are not as valued as others."

Mrs. Clinton was in the Denver area most of the day, her second stop in a three-day tour scheduled primarily to raise money for Democratic candidates.

She was to be in Seattle on Thursday night for a dinner sponsored by the Democratic Congressional Campaign Committee.

Earlier Thursday, she spoke at two fund-raising events at private homes in the affluent suburb of Cherry Hills Village.

A \$ 200-a-ticket reception and a \$ 1,000-a-plate luncheon raised \$ 194,000 for two Democratic candidates - Dottie Lamm, who is running for the U.S. Senate, and Lt. Gov. Gail Schoettler, who is running for governor.

Mrs. Clinton gave her strong endorsement to both candidates at the noontime events, and she gave another boost to Lamm's campaign later, at the school.

"Ask yourself who should be in Washington," she said. "To continue progress (in education), vote for political leaders who will support you."

Both candidates were at the school, but Schoettler had to leave early for another political event Thursday afternoon.

GRAPHIC: PHOTO:The Denver Post/Craig F. Walker The first lady leaves **Fort Logan Elementary School** on Thursday.

LOAD-DATE: September 25, 1998

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Search: General News;fort logan elementary and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

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September 24, 1998, Thursday, AM cycle

SECTION: Domestic News

LENGTH: 160 words

HEADLINE: **Hillary Clinton** deplores lack of school funding, criticizes Congress

DATELINE: SHERIDAN, Colo.

BODY:

Hillary Rodham **Clinton** criticized Congress for dividing the nation and ignoring important issues such as education as she toured a 75-year-old elementary school on Thursday.

"Congress doesn't have time to deal with the important issues that confront our country," she said. "They'd rather spend their time dividing our country ... doing anything but focusing on the real problems of America."

Mrs. Clinton ignored protesters carrying signs outside **Fort Logan Elementary** School, where 90 percent of the students receive low-income lunch subsidies.

She also toured a 2nd-grade classroom, shaking hands with children and praising teachers and children for their work.

After seeing one child with a Red Sox shirt, she said, "I'm a Cubs fan. I kind of like Sammy Sosa."

Earlier in the day, Mrs. Clinton attended fundraising receptions to raise money for U.S. Senate candidate Dottie Lamm and Gail Schoettler, the Democratic candidate for governor.

LANGUAGE: ENGLISH

LOAD-DATE: September 25, 1998

FOCUS™

Search: General News;fort logan elementary and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

Example: House of Representatives

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**9/24/98: Colorado
Education Event**

Divider Title: _____

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**10/8/98: AEA / BLANCHE
LINCOLN PUBLIC EDUCATION
RALLY**

Divider Title: _____

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 8, 1998

FINAL

WASHINGTON, DC / LITTLE ROCK, AR

TRAVELLING PARTY: MOLLY BUFORD 1-800-759-8888 #216-
9777

MARSHA BERRY
KELLY CRAIGHEAD
MISSY KINCAID
BARB KINNEY
BRUCE LINDSEY
MILLI ALSTON
ANN MCCOY
MARGARET WHILLOCK
BETH RULE NYHUS [Washington, DC - Little Rock, only]

LITTLE ROCK
LEAD ADVANCE:

CHERI STOCKHAM
EXCELSIOR HOTEL ROOM 725
501/375-5000 PHONE
501/375-4721 FAX
1-800-SKYPAGE #210-3274
202/395-2101 CELL PHONE

PRESS ADVANCE:

RHONDA LAMPKIN ROOM 706

SITE ADVANCE:

DAN TOOLAN ROOM 721

SITE ADVANCE:

PHILIP JACOBUS ROOM 707

SCHEDULER:

EVAN RYAN
202/456-6751 PHONE
202/456-5340 FAX
202/483-0383 HOME
WHCA PAGER #4223

PREV RON The White House

12:30 pm- PRIVATE MEETING
12:45 pm Map Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:
The First Lady
Craig Smith

CONTACT: Chris Lavery 202/456-1125

12:45 pm DEPART South Portico
EN ROUTE Atlantic Video 650 Massachusetts Ave., NW
[drive time: 10 minutes]

12:55 pm ARRIVE Atlantic Video, 650 Massachusetts Ave., NW

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 8, 1998

PAGE 2

1:00 pm- **TAPING-** Carol Moseley Braun Political Commercial
1:30 pm Studio
 Atlantic Video
 CLOSED PRESS/WH PHOTO

CONTACT: Mike Donilon 202/337-9600

1:35 pm **DEPART** Atlantic Video
 EN ROUTE Andrews Air Force Base
 [drive time: 25 minutes]

2:00 pm **ARRIVE** Andrews Air Force Base

2:10 pm **WHEELS UP** Andrews Air Force Base
 EN ROUTE Little Rock, Arkansas
 [flight time: 2 hours, 20 minutes, -1hour]

3:30 pm **WHEELS DOWN** Adams Airfield, Little Rock, Arkansas
 FBO: Mid Coast Little Rock, Inc.
 Phone: 501/372-5722

GREETERS:

Dick Kelley
Linda Scofield
Danny Thomasson
State Senator William Walker
Alyson Walker, daughter
Beverly Villines, wife of County Executive
11 Women's Club Officers, Southwest Junior High
School

3:40 pm **DEPART** Adams Airfield
 EN ROUTE Terry Mansion
 [drive time: 5 minutes]

3:45 pm **ARRIVE** Terry Mansion

GREETERS: Skip Rutherford

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 8, 1998

PAGE 3

3:50 pm- **MEET & GREET**
3:55 pm Side Room
 Terry Mansion
 Hold: 2nd Floor Office
 Phone: 501/396-0357
 Fax: n/a
 CLOSED PRESS/WH PHOTO

PARTICIPANTS:
Irene Gaston Samuel
Alma Minton Williams
Jim Shelley
Marcia Shelley
Mayor Jim Dailey
Patricia Dailey
Sander Vanocur
William Terry
Elizabeth Terry
Elizabeth Terry Borne
Rachel Adolphine Borne
Sharon Priest, Secretary of State

4:00 pm **PROCEED** to Sun Room to view etchings

4:05 pm- **WOMEN'S EMERGENCY COMMITTEE**
5:15 pm Porch/Outside
 Terry Mansion
 Hold : 2nd Floor Office
 Phone: 501/396-0357
 Fax: n/a
 OPEN PRESS

FORMAT:
-Off-stage announcement of the First Lady and
stage participants.

-Mayor Jim Dailey makes welcoming remarks and
introduces 5 student body presidents.

-Student Body Presidents: James Fells, J. A. Fair
High School; Tiffiney Greer, McClellan High
School; Jimmy Mosby, Parkview High School; Rhema

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 8, 1998

Tekar, Hall High School; Clarke Tucker, Central
High School; lead the Pledge of Allegiance.

PAGE 4

-Mayor Dailey introduces Irene Samuel.

-Irene Samuel, original member Women's Emergency
Committee, Chairwoman of the Reunion Committee
makes brief remarks.

-Mayor Dailey introduces Alma Williams.

-Alma Williams, volunteer from the Women's
Emergency Committee in the 1950s, makes brief
remarks.

-Mayor Dailey introduces Sander Vanocur,
journalist.

-Sander Vanocur makes brief remarks.

-Mayor Dailey introduces Jim Shelley, President
and CEO, Southwestern Bell.

-Jim Shelley makes brief remarks.

-Mayor Dailey introduces the First Lady.

-The First Lady makes remarks.

-Great-granddaughters of the Women's Emergency
Committee proceed to stage and present flowers
to the First Lady.

-The First Lady works a ropeline and departs.

PARTICIPANTS: 800 guests.

CONTACT: Skip Rutherford 501/663-9131

5:20 pm

DEPART Terry Mansion
EN ROUTE Arkansas Arts Center
[drive time: 5 minutes]

5:25 pm

ARRIVE Arkansas Arts Center

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 8, 1998

GREETERS:

Charlotte Brown, Director of Development
Townsend Wolfe, Executive Director, Chief Curator

PAGE 5

5:30 pm-
5:45 pm

ARKANSAS ARTS CENTER
Gallery
Arkansas Arts Center
Hold: Lobby Office
Phone: 501/396-0351
Fax: 501/375-8053
CLOSED PRESS/WH PHOTO

FORMAT:

-Townsend Wolfe, Executive Director and Chief Curator, makes welcoming remarks and introduces the First Lady.

-The First Lady makes remarks.

-The First Lady has the option of working a ropeline on departure.

PARTICIPANTS: 150 guests.

CONTACT: Charlotte Brown 501/396-0332

5:50 pm

DEPART Arkansas Arts Center
EN ROUTE State House Convention Center
[drive time: 5 minutes]

5:55 pm

ARRIVE State House Convention Center

GREETERS:

Bill Bristow
Judy Smith

6:00 pm-
6:15 pm

PHOTO-RECEIVING LINE
Governor's Hall
State House Convention Center
Hold: Loading Dock Office
Phone: 501/370-3261
Fax: n/a
CLOSED PRESS/BRISTOW-SMITH PHOTO

PARTICIPANTS: 15 guests

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
007. schedule	Schedule for Hillary Rodham Clinton [partial] (2 pages)	10/08/1998	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19008

FOLDER TITLE:

Education #6 [Binder] [2]

2013-0534-S

rc1457

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 8, 1998

PAGE 6

6:20 pm-
6:55 pm

BRISTOW/SMITH CAMPAIGN EVENT
Governor's Hall Room #3
State House Convention Center
Hold: Loading Dock Office
Phone: 501/370-3261
Fax: n/a
OPEN PRESS

FORMAT:

- The First Lady, Bill Bristow, and Judy Smith are announced onto stage.
- Bill Bristow, Arkansas Gubernatorial Candidate, makes welcoming remarks and introduces Judy Smith.
- Judy Smith, Congressional Candidate for the 4th District of Arkansas, makes remarks and introduces the First Lady.
- The First Lady makes remarks.
- The First Lady works a ropeline on departure.

PARTICIPANTS: 150 guests expected

CONTACT: Betsey Wright 501/925-4440

7:00 pm

DEPART State House Convention Center
EN ROUTE Little Rock Hilton
[drive time: 10 minutes]

7:10 pm

ARRIVE Little Rock Hilton

GREETER:

Blanche Lincoln

(b)(6)

[007]

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 8, 1998

PAGE 7

7:15 pm- **EDUCATION RALLY** with Blanche Lincoln
7:45 pm Grand Ballroom
 Little Rock Hilton
 Hold: Room 306
 Phone: 501/664-5020 x306
 Fax: 501/664-3104
 OPEN PRESS

FORMAT:

-Linda Poindexter, President, Arkansas Education Association, introduces the First Lady and Blanche Lincoln into the room.

-Linda Poindexter introduces 1997 Teacher of the Year, Elizabeth Fulton, North Little Rock High School.

-Elizabeth Fulton makes remarks and introduces Blanche Lincoln, U.S. Senate candidate.

-Blanche Lincoln makes remarks and introduces the First Lady.

-The First Lady makes remarks.

-The First Lady has the option of working a ropeline on departure.

PARTICIPANTS: 300 - 500 guests

CONTACT: Cydney Pearce 501/376-0977

7:50 pm **DEPART** Little Rock Hilton
 EN ROUTE Excelsior Hotel
 [drive time: 10 minutes]

8:00 pm **ARRIVE** Excelsior Hotel

GREETERS: Kathy Findley, Director of Catering
 Keith Smith, Acting General Manager

PROCEED to Ballroom level

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 8, 1998

PAGE 8

8:05 pm- **BALLROOM HALLWAY GREETERS:**
8:15 pm Kenny Rogers
Wanda Shea Rogers, spouse
Gene Ray, Road Manager

PROCEED Backstage

BACKSTAGE GREETERS:
Pat McClelland
Dr. Harry Ward, Chancellor, University of Arkansas
Medical School
Dr. Bart Barlogie, Director, Cancer
Research

8:20 pm- **ARKANSAS CANCER RESEARCH CENTER GALA**
8:40 pm Clinton Ballroom
Excelsior Hotel
Attire: Black Tie
Hold: Banquet Office - Ballroom Level
Phone: 501/375-5000 x8231
Fax: 501/375-7320
OPEN PRESS

FORMAT:

- The First Lady and stage participants walk onto stage.
- Pat McClelland makes brief remarks and introduces Dr. Harry Ward, Chancellor.
- Dr. Harry Ward makes brief remarks and introduces Dr. Bart Barlogie, Director, Cancer Research.
- Dr. Bart Barlogie makes brief remarks.
- Pat McClelland introduces the First Lady.
- The First Lady makes brief remarks.
- The First Lady departs.

PARTICIPANTS: 500 guests.

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 8, 1998

CONTACT: Pat McClelland 501/666-6000

PAGE 9

8:45 pm

DEPART Excelsior Hotel
EN ROUTE Private Residence,
[drive time: 20 minutes]

(b)(6)

9:05 pm

ARRIVE Private Residence,

(b)(6)

GREETERS:

(b)(6)

9:10 pm-
tbd

COFFEE AND DESSERT
Private Residence

(b)(6)

CLOSED PRESS/WH PHOTO

PARTICIPANTS: Approximately 75 guests expected.

CONTACT:

(b)(6)

tbd

DEPART

(b)(6)

EN ROUTE Private Residence

tbd

ARRIVE Private Residence

RON

Private Residence
Little Rock, Arkansas

WEATHER FORECAST FOR WASHINGTON, DC: Variably cloudy with a chance for a rain shower in the evening. Low 56. High 73.

WEATHER FORECAST FOR LITTLE ROCK, ARKANSAS: Sunny. High 76. Low 47.

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 8, 1998

EVENT MEMO: AEA/BLANCHE LINCOLN PUBLIC EDUCATION RALLY

DATE: Thursday, October 8, 1998
LOCATION: Little Rock Hilton Inn
925 South University, Little Rock, AR
TIME: 7:25 PM
FROM: Cydney Pearce, Deputy Campaign Manager

I. PURPOSE

The purpose of the event is a rally to celebrate excellence in public education in Arkansas. Your appearance at Blanche's side in a pro-education rally in Little Rock will help send a clear message, "Teachers are important and Blanche needs their support."

II. BACKGROUND

This is an event for Blanche Lincoln, U.S. Senate Candidate, sponsored by the Arkansas Education Association. One of the cornerstones of Blanche Lincoln's campaign for the US Senate has been her support for public education. The issue has provided a stark contrast to her opponent. While her election will directly benefit public school teachers and thousands of Arkansas students who sit in their classroom, they have had difficulty energizing teachers. She has been endorsed by the Arkansas Education Association.

III. PARTICIPANTS

YOU will be greeted by Blanche Lincoln. Please acknowledge the following VIP's: Blanche Lincoln, former Senator David Pryor and wife Barbara, his son Mark Pryor (candidate for Attorney General) and wife Jill, AEA President Linda Poindexter, and AEA Executive Director Cora McHenry, 1997 Teacher of the Year, Liz Fulton and student performers. They are expecting a crowd of approximately 350 teachers and school employees.

IV. PRESS PLAN

Media will cover event from press risers located at the back of the ballroom. Local television and print reporters are expected.

V. SEQUENCE OF EVENTS

- YOU arrive at 7:25 pm.
 - YOU are greeted by Blanche Lincoln.
 - YOU proceed to the main stage for speeches.
- PROGRAM

- Liz Fulton makes remarks and introduces Blanche Lincoln.
- Blanche Lincoln gives remarks and introduces YOU.
- YOU make remarks and thank everyone for attending.

VI. REMARKS

Remarks to be provided by speech writing.

VII. ATTACHMENTS

- Bios

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View Related Topics

October 09, 1998, Friday, Final Edition

NAME: HILLARY RODHAM CLINTON

SECTION: A SECTION; Pg. A20

LENGTH: 801 words

HEADLINE: Despite President's Troubles, First Lady Stays on Message; In Familiar, Supportive Little Rock, Throngs Embrace Her

BYLINE: Lois Romano, Washington Post Staff Writer

DATELINE: LITTLE ROCK, Oct. 8

BODY:

On perhaps the most trying day of her adult life, **Hillary** Rodham **Clinton** returned to the security of a place where few judge her and most embrace her unconditionally.

Just hours after the House voted today to launch an open-ended impeachment investigation of her husband, the first lady was hugged and cheered by supporters at three overflowing events here in the city she called home for nearly 20 years.

Clinton ignored reporters' shouted questions about the historic vote in Washington and in her separate speeches she never addressed the scandal that has imperiled her husband's presidency and overshadowed her own dreams and achievements. Her spokeswoman Marsha Berry said the first lady would let stand President Clinton's comment today that the situation was now "in the hands of Congress and the people of this country, ultimately in the hands of God."

During her first visit back here since Bill Clinton admitted in August to an improper relationship with a former White House intern, she effusively praised her "husband, who has fought for better public schools . . . for as many years as he has been in public service."

And she took a swipe at Congress, which is scheduled to adjourn this weekend. "Even though they only have a few days left, it's not too late for them to do something good for the children and people of America," she told her first audience at a celebration of the Women's Emergency Committee (WEC), which four decades ago fought to open Little Rock public schools, closed by then-Gov. Orval Faubus to block integration.

"School is almost out on Capitol Hill, and like many parents we are glad to see it's nearly over," she said to knowing laughs. "There is still time for Congress to step up to its responsibilities, to leave partisanship at the schoolhouse door and strengthen America's public schools."

Clinton appeared at several other Little Rock events, including a fund-raiser for Bill Bristow, the Democratic challenger for governor, and Judy Smith, a congressional candidate, as well as at a rally for **Blanche Lincoln**, the front-runner for a Senate seat.

At the fund-raiser, she again made what was clearly intended to be a remark jabbing at those

investigating the president. "I really hope that . . . we're able to put progress over partisanship, we're able to put unity over division, we're able to get about the business of continuing to lift people up, not tear people down," she said to a rousing ovation.

It's hard to find audiences more receptive and sympathetic to Clinton than the stalwart supporters and longtime friends in the state where Bill Clinton was elected governor five times. At every stop, the first lady was greeted with prolonged cheering and mobbed by well-wishers. Wearing a bright, sunflower-yellow pantsuit, Clinton put forth a demeanor of business-as-usual.

Outside the white mansion where the WEC used to meet, several hundred women, men and children packed the lawn to hear Clinton. She worked the velvet rope line for 30 minutes afterward, asking after families and old friends. No one raised her Washington troubles.

"She's been in our home for 20 years and she'll be welcomed for the next 50," said Dana Durst, after shaking the first lady's hand.

Eloise Raymond, who showed up with a contingent from a **Hillary Clinton** Fan Club -- and sporting a button advertising her membership -- drove 30 miles today to see the first lady. "This day no different from any other day," Raymond said after having an opportunity to chat with Clinton. "Every day has got to be hard for her. I just hope being here encourages her to push on."

"Hillary holds a special place in the hearts of Arkansas women," said Nan Snow, who described herself as a longtime Clinton supporter. "She gave us a voice, she gave us leadership."

The first lady has remained publicly silent on the investigation since the president acknowledged in August that he had an improper relationship with Monica S. Lewinsky. But in recent weeks, she had been quietly urging Democrats to stick with her husband on today's vote while assuring them that if they did not, there would be no political recriminations as next month's midterm elections near.

At all her stops today, she stressed the importance of the elections and urged people to get out and vote. Clinton also attended a cancer benefit tonight, which was not open to the news media, and was planning to spend the night with her mother, Dorothy Rodham, who lives here. On Friday, she is scheduled to visit Arkansas Children's Hospital.

First lady **Hillary Rodham Clinton** hugs Irene Samuel in Little Rock during ceremonies marking anniversary of women's group founded during the school desegregation crisis. First lady was hugged and cheered by supporters at three events.

GRAPHIC: PH.,REUTER/JEFF MITCHELL

LANGUAGE: ENGLISH

LOAD-DATE: October 09, 1998

FOCUSTM

Search: General News;Blanche Lincoln and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

Example: House of Representatives

The Associated Press State & Local Wire

View Related Topics

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October 8, 1998, Thursday, AM cycle

SECTION: State and Regional

LENGTH: 643 words

HEADLINE: First lady says Congress' responsibility is improving education

BYLINE: JAMES JEFFERSON, Associated Press Writer

DATELINE: LITTLE ROCK

BODY:

In words tinged with irony, **Hillary Rodham Clinton** urged Congress on Thursday to "step up to its responsibility" in improving public education.

Speaking in President Clinton's home state shortly after the House approved a sweeping impeachment inquiry against the president, the first lady said it was not too late for Congress to "do something good for the children and people of this nation."

Just before she spoke, the House voted 258-156 to approve an impeachment inquiry against her husband.

She was keynote speaker for the 40th anniversary commemoration of the Women's Emergency Committee, a group of Little Rock women who helped reopen local schools in the aftermath of the 1957 Central High desegregation crisis.

Mrs. Clinton praised the group's commitment to quality education and said federal lawmakers should follow their lead 40 years later.

"There's still time for Congress to step up to its responsibility and leave politics and partisanship at the schoolhouse door and strengthen America's public schools," she said.

She spoke under a bright autumn sun on the grounds of restored antebellum mansion that now houses an arts center. The women's committee first met in the building 40 years ago in response to the closing of Little Rock schools the year after nine black children integrated previously all-white Central High.

The first lady called the women "dogged and determined advocates" and said "They were able to find common ground in a crisis."

Mrs. Blanche Alman, 78, of Little Rock and a member of the committee, called the first lady "magnificent."

"She is so charming and has so much courage. I don't think anybody can top her," Mrs. Alman said.

The first lady's visit with the group was first on her 24-hour agenda in Arkansas.

At a political rally for two underdog Democrats, Mrs. Clinton said she was "having such a good time remembering all the progress we made together" during Clinton's 12 years as governor of Arkansas.

She told 200 Democratic loyalists to rally support for Democrat Bill Bristow's run for governor and Judy Smith's challenge of incumbent Republican Rep. Jay Dickey in the 4th Congressional District in south Arkansas. She said Bristow would continue her husband's legacy in improving education and refocus the state's emphasis on economic development.

She said Dickey voted in the best interest of the Republican leadership, not the best interest of his constituents in south Arkansas.

Making an evening appearance on behalf of Democratic U.S. Senate candidate **Blanche Lincoln**, Mrs. Clinton drew cheers from 400 partisans at an Arkansas Education Association Rally.

She urged members to help elect Lincoln to thwart what she termed a "concerted effort led by many extreme partisans" to dismantle the public education system.

Lincoln is running against Republican Fay Boozman, who advocates abolishing the federal Education Department.

"I don't know why people like Blanche's opponent would try to dismantle the public school system. I don't think they live in the same America we do," Mrs. Clinton said. "If we don't stand up and make clear we won't tolerate (it), we will be giving in to those who have a very different America in mind."

At her final stop of the evening, Mrs. Clinton addressed the annual banquet of the Arkansas Cancer Research Center.

She commended the level of care at the facility and noted that her husband signed the law that created the center.

She said her mother-in-law, Virginia Kelley, who died of breast cancer, was "so well taken care of so close to home." Mrs. Clinton called the center one of the leading institutions of its kind in the nation.

Secret Service agents kept the first lady well away from the media. She took no questions at her stops Thursday.

Mrs. Clinton also is to deliver a lecture at Arkansas Children's Hospital on Friday.

LANGUAGE: ENGLISH

LOAD-DATE: October 9, 1998

FOCUSTM

Search: General News;Blanche Lincoln and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

Example: House of Representatives

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The Commercial Appeal (Memphis, TN)

October 8, 1998, THURSDAY, FIRST EDITION

SECTION: NEWS, Pg. A9

LENGTH: 218 words

HEADLINE: LINCOLN AND FIRST LADY AT AEA RALLY COINCIDENTALLY

BYLINE: The Associated Press

DATELINE: LITTLE ROCK

BODY:

Democratic Sen. candidate Blanche Lincoln says it's mere chance that she's teaming up with **Hillary** Rodham **Clinton** today for the second time this week - but she welcomes any of the first lady's support.

Clinton and Lincoln both have been invited to a rally of the Arkansas Education Association, although they plan on arriving at different times, said Lincoln's campaign spokesman Debra De Shong.

"They won't have any personal time there together," De Shong said Wednesday. "But Blanche is very happy to receive the support of the first lady. . . . They're both very outspoken advocates for public education."

Clinton also appeared with Lincoln for a fund-raiser Monday in Washington, which netted about \$ 50,000 for Lincoln's campaign.

Lincoln is running against Republican Fay Boozman and Reform Party nominee Charley Heffley for the seat being vacated by retiring Democratic Sen. Dale Bumpers.

Boozman spokesman David Sanders said Lincoln's multiple appearances with Mrs. Clinton reveal their similarities on issues, which he said runs against the views of Arkansas voters. Also, "it shows that this is a very high-profile race not only in Arkansas," Sanders said, noting that Boozman has appeared with national Republican figures such as former presidential candidate Bob Dole.

LOAD-DATE: October 9, 1998

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Search: General News;AEA and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

Example: House of Representatives
