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OA/ID Number: 21803
Folder ID Number: 21803-027

Folder Title:
Schools

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AMERICA 2000

First announced in 1991, AMERICA 2000 is a strategy to achieve the six National Education Goals established by the President and all of the nation's governors in 1990.

* The Six National Education Goals:

By the year 2000

- 1) All children will start school ready to learn.
- 2) The high school graduation rate will increase to at least 90%.
- 3) All students will show competency in core subjects.
- 4) American students will be first in the world in math and science.
- 5) All adults will be literate.
- 6) Schools will be free of drugs and violence.

* The AMERICA 2000 Challenge to Communities:

- 1) Adopt the six National Education Goals.
- 2) Develop a community-wide strategy to achieve them.
- 3) Design a report card to measure results.
- 4) Plan for and support a New American School.

* The Four Transforming Ideas of AMERICA 2000:

- 1) Creating World Class Standards and Voluntary National Exams.
- 2) Parental Choice of Schools.
- 3) Greater Flexibility for Teachers and Principals.
- 4) Creating "Break-The-Mold" New American Schools.

FACTS ABOUT AMERICA 2000 COMMUNITIES:

Since 1990, the AMERICA 2000 strategy has been adopted by:

44 states (states not yet on board: NY, CT, RI, ID, KY, FL)
2 U.S. territories (Puerto Rico, American Samoa)
Over 1500 communities (in all 50 states)

Among the most active communities:

San Antonio, TX, Omaha, NE, Memphis, TN, Lehigh Valley, PA

The AMERICA 2000 Office is currently producing a series of teleconferences or "Satellite Town Meetings" each focusing on a different National Education Goal. Also, we are holding a series of five Regional Workshops to give communities the resources, knowledge, and encouragement to achieve the National Education Goals.

INFORMATION AND ANECDOTES:

In June of 1991, the President attended the COLORADO 2000 and GRAND JUNCTION 2000 (CO) kick-offs. Since then, over 600 people---parents, teachers, senior citizens, school leaders, businesspeople, and political leaders---have been working on task forces to find ways to reach the goals, develop a report card to measure progress, and create and support New American Schools.

On September 3, 1991, the President and Mrs. Bush launched MAINE 2000. Since then, over 86 of Maine's 186 communities have become MAINE 2000 communities. Also, on that same trip President and Mrs. Bush greeted kindergartners attending their first day of school in Lewiston, ME.

In April, 1992, the President met with the Lehigh Valley 2000 (PA) steering committee to get a better perspective on the dynamics of an AMERICA 2000 community and how the steering committees work.

The President has helped launch AMERICA 2000 efforts including OHIO 2000, COLORADO 2000, and has participated by phone in the state kick-offs of WISCONSIN 2000, UTAH 2000, MONTANA 2000, ARIZONA 2000, NEW HAMPSHIRE 2000, ILLINOIS 2000, and NEVADA 2000.

To: Richard Porter
From: Michael Heise
Date: 1 September 1992
Re: Possible Chicago School Sites for VP Visit

copy: BB
(F)
Schools

Enclosed is the most recent Chicago scrub list for possible school visits for Lamar. I thought it might save you and your office some time and energy. The schools described include a diverse set. As you will note from the rationale sections, some make more sense than others. For example, please note that Glenbrook High School is a successful non-minority suburban school located in a traditionally republican area. The Beethoven Project/Irving Harris Integrated Services school expands the tradition concept of education services to include medical and social activities. However, other programs involved in related schools include health programs that dispense contraceptives. Ironically, one evaluation found that participants' (male and female middle school students) sexual activity decreased.

Two other candidates that have not been formally scrubbed by the Ed. Dept. (however, I cannot vouch for the Dept.'s advance team and their ability to scrub) that you might want to consider include Hales Franciscan High and Holy Angeles. Dated material on the former is included. The latter comes highly recommended by Clint Bolick. Both are poor inner-city success stories that serve minority students by maintaining high academic and behavior standards.

Hope this helps. Let me know if there is anything else that I can do. I happy to chip in wherever you feel I can assist. Take care.

Office
C

To: Richard Horner
From: Michael Horner
Date: September 1992
Re: Possible Chicago School Sites for VP Visit

Enclosed is the most recent Chicago school list for possible school visits for January. I thought it might save you and your office some time and energy. The schools described include addresses. As you will note from the rationale section, some make more sense than others. For example, please note that Glenbrook High School is a successful non-sectarian school located in a traditionally Republican area. The Peabody School Project, Irving Harris Integrated Services School expands the tradition concept of education services to include medical and social activities. However, other programs involved in related schools include health programs that disperse contraindications. Ironically, one evaluation found that participants (male and female middle school students) sexual activity decreased.

Two other candidates that have not been formally submitted by the Ed Dept. (however, I cannot vouch for the Dept's advance team and their ability to submit) that you might want to consider include Mater Evangelina High and Holy Angels. Dated material on the latter is included. The latter comes highly recommended by Clint Bolick. Both are good examples of success stories that serve minority students by maintaining high academic and behavior standards.

Hope this helps. Let me know if there is anything else that I can do. I happy to chip in wherever you feel I can assist. Take care.



UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202

SEP 25 1991

Note to Christina Erland

Attached are descriptions of Chicago schools that you requested, including the math/science school, the school in the Polish, and those schools identified earlier.

Math/Science School:

The Algebra Project/Michele E. Clark Middle School

Polish School:

Reilly Elementary School

Schools Identified Earlier:

Beethoven Project/Irving Harris Integrated Services
Terrell Elementary School
Jones Metropolitan High School of Business and Commerce
Northside Learning Center
John H. Kinzie Elementary School
The Glenbrook High Schools
Chicago Commons Association
Albany Park Multicultural Academy
Prologue Alternative High School

Please let me know if you need additional follow-up.

Val Plisko
Val Plisko

Attachment

cc: AM2K files
Exemplary site files

The Algebra Project
Michele E. Clark Middle School
Chicago, Illinois

RATIONALE: Designed to provide a conceptual transition between arithmetic and algebra for inner-city students, the Algebra Project was initiated by Robert Moses in Cambridge, Massachusetts, in 1982. Beginning with a familiar event, such as a subway ride, the Algebra Project's Transition Curriculum guides students through a 5-step process in which they work together to develop a symbolic representation of the event. The Algebra Project's directors have found that, by using this 5-step approach, students do not necessarily need strong computational skills to comprehend basic algebraic concepts.

After meeting with great success in the Boston area, the Algebra Project's Transition Curriculum has been introduced to schools in Louisville, Milwaukee, and Oakland, and it was implemented on a pilot basis in Chicago during the 1990-91 school year. Six Chicago middle schools used the Transition Curriculum in 1990-91, and five additional schools will be introducing the curriculum in 1991-92.

Michele E. Clark Middle School, one of the six Chicago schools to pilot the Algebra Project in 1990-91, will be using the Transition Curriculum with both its 6th- and 7th-grade students during the first semester of the 1991-92 school year. Located on Chicago's West Side, Michele Clark serves an entirely African-American population of 780 students in grades 6-8. Over 90 percent of the school's students qualify for free or reduced-price lunches.

PROGRAM DESCRIPTION: The Algebra Project's Transition Curriculum takes students through a 5-step process, beginning with a familiar event and ending with a symbolic representation of the event. Sixth-grade students at Michele Clark begin their introduction to algebra and the concept of displacement with a subway ride from the school to DePaul University using subway tokens donated by the Chicago Transit Authority. The second step of the process is to draw and discuss a picture of the event: in this case, students design a map of the subway ride. Students then work in groups, first describing the event in intuitive language (step 3), and then using more structured language (step 4). Finally, the groups create their own symbols to represent the event, thus finishing with an algebraic description of a familiar occurrence.

Michele Clark uses the Algebra Project's Transition Curriculum with all of its 6th-grade students for one semester each school year. In 1991-92, the school will continue using the Transition Curriculum with its pilot students, now in the 7th grade, to prepare them for college-track high school math instruction by the end of the 8th grade.

Math teachers participated in 7 to 10 days of training for the program at the end of the summer and will begin a new semester of Algebra Project instruction in October, 1991. Throughout the semester, they continue to meet every Friday to discuss the project, compare approaches, share success stories, and prepare for the upcoming week. In this way, the Algebra Project has provided an opportunity for closer communication, not only among students who enjoy the cooperative learning approach, but also for teachers who must work closely together to make the project a success.

Parents at Michele Clark have also become involved with the Algebra Project. A group of parents comes into the school one morning each week to observe, participate in, and assist with the Transition Curriculum instruction. Following the in-class activities, the parents meet to discuss the Transition Curriculum and determine ways in which they can continue to use the 5-step approach in their homes.

EVIDENCE OF SUCCESS: Because the Algebra Project has only recently been introduced to the Chicago schools, no formal evaluation data are available. However, teachers at Michele Clark believe that this unique approach has helped students begin to grasp algebraic concepts that they might otherwise have difficulty understanding. They also confirm that students enjoy the nature of the instruction and thus are less intimidated and discouraged by math.

CONTACT: Marietta Beverly
Principal, Michele E. Clark Middle School
5101 West Harrison Street
Chicago, IL 60644
(312) 534-6250

Reilly Elementary School
Chicago, Illinois

RATIONALE: Reilly Elementary School offers a wide range of learning opportunities to its students and their parents. Because of its large Polish- and Spanish-speaking population, the school offers a Polish bilingual program and a Spanish bilingual program, as well as a Spanish immersion program. Reilly sends teachers to students' homes at the beginning of the school year to inform their parents about school activities and homework requirements. It also offers adult education classes for parents. Reilly's accelerated math and science programs, afterschool fine arts program, and homework center (for students who wish to study at school or need extra help) are further indications of the school's commitment to educational excellence and innovation.

Reilly Elementary serves 948 students in grades preK-8. About 50 percent of the students are Hispanic, 45 percent are white (of whom about half are Polish or Polish-American), and 5 percent are Asian or African-American. Eighty percent of Reilly students qualify for free or reduced-price lunches.

PROGRAM DESCRIPTION: Reilly received funding from the Joyce Foundation to operate a Home Visitation program and a Parenting Workshop. Teachers visit students' homes to meet their parents, discuss what the students will be doing in their classes, and identify upcoming homework assignments. The Home Visitation program operates on the premise that meeting teachers at a neutral location helps parents be more comfortable with the teachers and encourages the parents to visit the school. The Parenting Workshop, a pilot program initiated by the Chicago City Human Resources Department, offers parents an opportunity to take classes in parenting, human relations, and budgeting. In addition, parents can take ESL classes offered through the local junior college.

Reilly offers extensive instruction for its large population of limited-English-proficient students. Seven teachers comprise the school's Polish-bilingual program, and nine teachers participate in the Spanish-bilingual program. In addition, the school provides bilingual teachers to students whose native language is other than English, Spanish, or Polish. Reilly also has a dual language Spanish immersion program funded by a Title VII grant. In this program, monolingual kindergarten students are placed in an English/Spanish program in which they speak Spanish 50 percent of the time and English the other 50 percent; teachers speak either only English or only Spanish during the appropriate time. All courses except reading, which is taught only in the students' native language, are taught in the non-native language.

Reading teachers use the Junior Great Books series, which includes excerpts from classic literature, and they encourage students to think critically about the stories. Classes discuss each story's plot and the author's purpose in writing the story.

Reilly's new accelerated math program includes Algebra II for upper-grade students, the Faxon math program for the intermediate grades, and a recently initiated comprehensive gifted math program for its lower-grade students. The workbooks for each math program encourage students to think and reason through the problems, instead of focusing solely on narrow skills.

Reilly has added a laboratory science program for gifted seventh- and eighth-grade students. The new room is equipped with tables and microscopes for each student, and students benefit from substantial hands-on experience.

Reilly has developed three afterschool programs. The Homework Center, held in the library and manned by a volunteer certified teacher, gives students assistance with their homework and a quiet place to complete their work. In the Fine Arts program, students can choose to participate in visual arts classes, drama, or chorus. The sports program is a collaborative effort between Reilly, a local parochial school, and the Parks District and is supervised by a Parks District employee; sports include baseball, field hockey, volleyball, and soccer. Other activities are provided for younger students.

EVIDENCE OF SUCCESS: Reilly students take the Illinois General Achievement Test (IGAT) in the third, sixth, and eighth grades. In 1991, third-grade students scored above the state and national median, sixth-grade students scored above only the state median, and the eighth-grade students scored below both medians. The principal is optimistic about the results because many of the school's new programs were initiated in the early grades, and she believes the results are reflected in the third-grade scores.

CONTACT: Rosemary Culverwall
Principal, Reilly Elementary School
3650 West School Street
Chicago, IL 60618
(312) 534-5250

**Beethoven Project/Irving Harris Integrated Services
Chicago, Illinois**

RATIONALE: Irving Harris Integrated Services is supported by the Ounce of Prevention Fund and operates several projects that provide a variety of services for low-income families with children of all ages. Through the Beethoven Project, pregnant women, mothers and their infants receive pre-natal and medical care as well as referrals to needed social services and parenting classes. A second project provides medical care for students in three high schools that are located in medically under-served areas. The Peer Power and ADAM Programs encourage at-risk middle school students to establish and attain educational and career goals.

PROJECT DESCRIPTION:

The Beethoven Project

The Beethoven Project, also known as the Center For Successful Child Development, serves mothers who reside in one of six public housing projects in a low-income, high-crime urban neighborhood. Mothers are identified early in their pregnancy and receive pre-natal care at the project's on-site health care center. Day care is provided so that the women can continue to be involved in the Center's activities after giving birth. Formal and informal classes offer instruction on child development and the types of parenting activities that help stimulate children's learning. In addition, relevant community or social issues, such as the effects of domestic violence on children, are often discussed. The Center also assists parents in getting their children enrolled in Head Start.

Individualized attention is ensured as each parent is assigned to a Parent/Child Advocate, who makes bi-monthly home visits and guarantees that the family has access to public assistance and social services when necessary. Additional personal support is offered at the Drop-In Center where parents get together to socialize. Many residents of the housing projects do not know their neighbors, so the Center gives them the opportunity to interact, develop friendships, and assist each other.

Medical Clinics

The Ounce of Prevention Fund also administers health care centers in three high schools not located close to other medical facilities. The full-service clinics enable students to receive medical care at convenient times throughout the school day, thereby reducing absenteeism. They offer a wide variety of services including immunizations, physical examinations, and a pharmacy. The clinics may prescribe contraceptives to a student

who obtains parental permission and has received individual counseling on the possible consequences of early sexual activity and the advantages of abstinence. Health educators conduct informational group sessions and offer counseling on topics such as sexually transmitted diseases, parenting, and careers.

Peer Power and ADAM Program

The Peer Power (for girls) and Awareness Development for Adolescent Males (ADAM) get at-risk children in the middle schools interested and involved in discussion groups and after-school activities that encourage them to be successful in school. At the beginning of the programs, students sign a contract indicating their commitment to improving their grades, doing homework regularly, and improving their school attendance. Once or twice per week the boys and girls meet separately for classroom discussions on a variety of topics ranging from paternity laws to career goals. The importance of receiving a good education, particularly in relation to job opportunities, is emphasized throughout the year-long program. After-school activities such as talent shows, field trips, and health fairs are also included.

EVIDENCE OF SUCCESS: Last year the Peer Power and ADAM programs were available in 18 Chicago public schools. A recent evaluation of them showed that participants were much more likely than non-participants to be achieving at or above grade level in reading and mathematics; it also found that participants had lower absenteeism rates than students not enrolled in the programs. In addition, the programs appear to have had a significant impact on the participant's sexual activity: the percentage of those who reported being abstinent doubled by the end of the program.

CONTACT: Laura Devon Jones
188 West Randolph, Suite 2200
Chicago, Illinois 60601
(312) 855-1444

Terrell Elementary School
Chicago, Illinois

RATIONALE: Terrell Elementary, located inside the largest housing project in the world, introduces students to life outside of the projects through partnerships with area businesses. Terrell also works closely with parents to ensure that students have a positive learning environment in the home.

The school serves 740 students in grades K-8. All Terrell students are African-American, live in the surrounding Robert Taylor Homes Housing Complex, and qualify for free or reduced-price lunches.

PROJECT DESCRIPTION: Terrell Elementary staff work closely with the school's surrounding community to create a positive learning environment both inside and outside the school. The principal and most teachers have worked at the school for over fifteen years and spend time visiting students and their families in the evenings. The school also encourages parents to become actively involved in the school and offers them various opportunities to take part in school activities. Parents volunteer to patrol the school halls to keep them safe at all times and take classes in reading and parenting skills at Terrell. The school reports having an excellent relationship with its local school council.

Through partnerships with two area businesses, Terrell Elementary offers its students expanded educational opportunities. Oppenheimer Investment introduced the sixth-grade class to the basics of investment strategies using case studies. Last year, students learned about newspaper production by studying examples of investment strategies used by newspapers and going on a field trip to a local newspaper's headquarters. Oppenheimer Investment plans to work with the same students this coming year to create and publish a school newspaper. A mentoring program recruits employees from AT&T to familiarize seventh- and eighth-grade students with the corporate world and to give them more confidence in their ability to succeed. Mentors alternate between meeting with their students at the school and at the office.

Terrell Elementary has also developed innovative classroom activities for its students. The Gifted Program places the school's highest performing students in a multi-age special classroom serving fifth-, sixth-, and seventh-grade students. The students work at a faster pace and use a more advanced curriculum. Using grant money, the school built and supplied a science laboratory that illustrates simple science concepts to students through hands-on activities that explore the physical, chemical, and life sciences.

EVIDENCE OF SUCCESS: The surrounding housing project's extreme poverty has contributed to low test scores at Terrell. For example, students admitted to the Gifted Program usually perform at grade level. Most other students perform below grade level on nationally-normed achievement tests.

CONTACT: Reva Harrison
Principal, Terrell Elementary School
5410 S. State Street
Chicago, Illinois 60609
(312) 534-7275

**Jones Metropolitan High School of Business and Commerce
Chicago, Illinois**

RATIONALE: Located in downtown Chicago's South Loop, Jones Metropolitan High School of Business and Commerce is the nation's only two-year public business high school. Students at Jones are recruited from throughout Chicago's public and private high schools and enter following their sophomore year. During their two years at Jones, students' regular academic studies are complemented by a number of business-related courses that prepare them for challenging business careers. In addition, Jones students benefit from many cooperative programs with the Chicago business community and must fulfil a demanding work-study requirement during their senior year.

Beginning in September 1991, some Jones students will be invited to participate in Chicago's new Academy of Finance, which will be housed at Jones. One of several programs offered by the National Academy Foundation, the Academy of Finance gives high school students an opportunity to learn about and prepare for careers in financial services. The 44 Jones students admitted to the program this year will take two or three specialized courses in the area of finance, as dictated by the program's national curriculum, in addition to those courses required by the regular Jones curriculum.

Jones serves 834 students in grades 11-12. The school's enrollment is 60 percent African-American and 30 percent Hispanic. Seventeen percent of its students qualify for free or reduced-price lunches.

PROJECT DESCRIPTION: Established in 1940, Jones prepares its students for careers in business with a rigorous curriculum and cooperative programs with Chicago's business community. Jones actively recruits sophomores from throughout Chicago's public and private schools. To be accepted to Jones, students must have a B average and 90 percent attendance at their previous high school, although limited classroom space restricts the number of qualified applicants the school may admit.

As juniors, Jones students must take academic classes eight periods a day. Most of these classes address specific skills needed to enter and be successful in a business environment, such as resume writing, oral communications, and professional conduct and grooming. In addition, all students select one of eight business majors and attend a double-period class on that particular subject. To maintain a business-like environment, the school enforces a strict dress code for its students.

As part of a cooperative work-study program, Jones requires every student to work in a part-time job throughout his or her senior year. Students must accumulate 385 hours of work credit during the course of the year working for an area business every morning or

afternoon. The Jones Business Advisory Council, which consists of 45 members from various Chicago businesses, plays a vital role in arranging placements for the seniors. The council is also active in a number of other areas, including assisting with capital improvements, helping with the school's student recruitment efforts, and surveying Chicago employers to determine how Jones can modify its curriculum to better address current workforce needs.

In addition to providing its students with hands-on work experience, Jones also brings in a number of members from the business community to act as mentors for the students. Through one-on-one sessions with these volunteers, many of whom are minorities, students have the opportunity to work with men and women who have been successful in the business world.

Beginning in September, forty-four Jones students will enroll in the city's new Academy of Finance. The program, which began in 1982 as a collaborative effort between American Express Company, Shearson Lehman Hutton, and the New York City school system, now involves 23 cities, 43 schools and a number of financial institutions throughout the country. The Academy of Finance students will follow the program's national curriculum in addition to the Jones curriculum, requiring them to attend school for eleven periods each day. The Academy of Finance students will also be placed in paid summer internships with businesses or organizations in their targeted field.

The Chicago Academy of Finance Advisory Board, which was established in 1986 to assist a college-level program at Harold Washington College in Chicago, will also support the program at Jones. In addition to helping to coordinate the program throughout the year, the Advisory Board will provide \$2,000 college scholarships to all Academy of Finance students who complete their studies at Jones with a B+ average and 95 percent attendance.

EVIDENCE OF SUCCESS: Although Jones' emphasis is on preparing students to enter the world of work, approximately 60 percent of its students enroll in college following graduation. Through an ACT tutoring program at the school, test scores have improved dramatically in the past two years. In 1989 Jones' students averaged a composite score of 11.2 on the exam; the following year, the average score increased to 15. (The national average is 20.1.)

CONTACT: Cozette Buckney
Principal, Jones Metropolitan High School of Business and Commerce
606 South State Street
Chicago, IL 60605
(312) 534-8600

**Northside Learning Center
Chicago, Illinois**

RATIONALE: The Northside Learning Center provides education and job training to trainable mentally handicapped (TMH) students. Students are referred to Northside from other Chicago public schools. The school teaches TMH students the skills necessary to operate in society, obtain a job, and participate in the community. With the cooperation of Northeastern Illinois University, local businesses, and citizens' groups, the school operates a community-based education program that places students in supervised work situations.

Northside serves students ages 16-21 who do not function at any specific grade level and many have an I.Q. between 20 and 60. The student body is evenly divided among whites, African-Americans, and Hispanics. Over 75 percent qualify for free or reduced-price lunches.

PROJECT DESCRIPTION: Northside offers few traditional classes. While some students take vocational math and reading classes, most are unable to participate in such activities. Instead, Northside focuses on preparing its students to function in society. Toward this goal, Northside offers classes in social and self-care skills. In addition, it operates a Mobility Program that teaches students how to tell time, handle money, and use telephones, elevators, and mass transportation. The school is equipped with a two-bedroom apartment so that students can learn and practice the skills necessary to function at home. An on-site hand car wash allows students to learn the parts of a car, and how to vacuum, wash, and wax a car. A school-operated store teaches students to operate a cash register, price items, and make change. A greenhouse and garden teach students how to grow plants, which are sold and used to decorate the school and Northeastern Illinois offices. The vegetables that the students grow in the garden are used in the school cafeteria.

Northside provides employment opportunities for its students. Through contracts with local businesses and groups such as the Kiwanis Club, Knights of Columbus, and the Audubon Society, students are paid to copy and collate materials, and to do various clerical tasks. The Chicago Department of Education pays students to wash dishes, fill containers, and serve food for the school food service. In addition, students hold paid jobs at Northeastern Illinois' library, lunchroom, and special education department. As an added benefit, students are allowed to use the University's gym facilities and track.

Northside works closely with Northeastern Illinois and Copernicus, a senior citizen home. Northside students use the Northeastern University computer labs for lessons in basic math and counting, language arts, and instructions on filling out forms. Using the university labs provides an opportunity for

Northside students to mingle with regular college students. Copernicus residents spend time with the students, either at the school, or at the senior citizens' home. Students eat lunch and play bingo with the residents, who in turn join students for activities such as aerobics, boy scouts, dance groups, and photography.

EVIDENCE OF SUCCESS: Northside has no drop out problems. On the contrary, the program is so popular among students that most are not eager to go home at the end of each day. Many families choose not to move from the district until their child has finished the program at age 21.

CONTACT: William Smith
Principal, Northside Learning Center
3730 West Bryn Mawr
Chicago, IL 60659
(312) 534-5180

**John H. Kinzie Elementary School
Chicago, Illinois**

RATIONALE: Kinzie Elementary School's curriculum is heavily oriented toward the arts, and includes instruction in communication, dance, music, drawing, and painting. The school integrates its hearing-impaired students, who comprise nearly one-fourth of the student body, into all aspects of school life. Deaf students take part in regular school classes, the school newspaper, art classes, and band. All Kinzie teachers and students take sign-language classes so that they can communicate with the deaf students in their classes.

Kinzie serves 450 students in grades K-8. Forty percent of its students are white, 40 percent are African-American, and 20 percent are Hispanic. About 38 percent are eligible for free or reduced-price lunches.

PROJECT DESCRIPTION: Although Kinzie is a neighborhood school, many of its students come from outside the school district. Kinzie has the largest deaf student population in the Chicago school system. At the beginning of each year, parents of each deaf student and a group of teachers meet to design an individual learning plan for the student. This group also decides to what extent the deaf child can be mainstreamed into regular classes. Most deaf students who participate in regular classes are assigned an interpreter who acts as an intermediary between the student and the teacher.

Kinzie has 20 special education teachers, resulting in a student/teacher ratio of 5:1 for deaf students. To ensure that the special education teachers and the regular teachers work together, Kinzie appointed a special coordinator to facilitate staff interaction, assist students during the mainstreaming process, and provide special tutors for the hearing-impaired students who have problems with the course work.

To enhance writing skills, Kinzie offers a communication arts program that emphasizes a creative language approach. Students (both regular and deaf) write stories, plays, and poetry, many of which have been published in local newspapers and magazines. Kinzie has also instituted a school newspaper that encourages students to write about real-life activities; the newspaper staff includes both deaf and regular students. Kinzie also integrates its school assemblies, during which all students, including the hearing impaired, perform programs that include poetry, dance, drama, and comedy. The school provides interpreters so that all students can participate, understand, and enjoy the activities.

The Chicago Dance Medium, a professional modern dance performance company, spends one day per week at Kinzie. Members of the group lead dance classes based on specific themes, such as a poet's works or a real-life situation. The students learn to express

their responses to the theme through dance. All students are encouraged to participate in these classes.

Kinzie has benefitted from the recent Chicago school reforms. The local school council members provide a strong support network for the school and its programs. The council members have worked closely with the school to improve the curriculum. The principal says the school is now "in charge of its own destiny."

EVIDENCE OF SUCCESS: Students' test scores on the Iowa Test of Basic Skills (ITBS) have steadily increased during the past two years. About 50 percent of these students perform at or above the national average. The hearing impaired students do not take the ITBS because their handicap often causes them to perform one to two years below grade level.

CONTACT: James Burke
Principal, John H. Kinzie Elementary School
13100 S. Doty Road
Chicago, IL 60627
(312) 535-2425

**The Glenbrook High Schools
Chicago, Illinois**

RATIONALE: The Glenbrook high schools offer students a diverse curriculum that gives them valuable hands-on experience in several career fields in addition to traditional academic instruction in a variety of subject areas. Interested students may take courses in broadcasting, building design and construction, child development, and nursery care, and a select few complete an internship in the engineering division of a major corporation each semester. The school's academic program stresses the development of writing skills and computer literacy. Computerized math laboratories and library systems also allow students to access a wide range of databases throughout the world. These features, together with an extensive language program, an award-winning orchestra, and a challenging humanities program, give students a well-rounded education.

The student population in the Glenbrook high schools is 80 percent white and 20 percent minority, the majority of whom are Asian.

PROJECT DESCRIPTION: Glenbrook's high schools offer their students the opportunity to gain hands-on experience in a variety of career fields. Fully-developed television and radio transmission studios, a four-year broadcasting curriculum, and access to local cable channels allow students to receive training and weekly in-school work experience in broadcast media. Students in the industrial education program design, build, and sell a house every year. The practical experience some students gain while helping to operate a nursery school for three to five-year-olds supplements their studies in child development. Science and math students who demonstrate exceptional promise are also given practical experience. As part of an agreement between the Motorola Corporation and the Glenwood schools, four students work in the corporation's engineering division as interns for one semester.

Glenbrook also offers an Academy of International Studies, a selective four-year program for high achieving students who are interested in the humanities. Academy students study a foreign language, English, and social studies with a strong emphasis on international affairs and issues.

As evidenced by their unique grading system, Glenbrook's high schools emphasize writing across all subject areas. The district requires each subject teacher to evaluate the quality of students' writing separately. Advisory writing grades are given for writing done in mathematics, science, social studies, and health education. In English classes, students receive one grade

for literature and another for writing. Students further develop their writing skills in computer writing laboratories.

Glenbrook has used the latest technology to enhance its foreign language programs. During 1991-92, schools will use Lunaphone to interact with students in Puerto Rico and Mexico via television-type images transmitted over telephone lines. Through the Minitel system, students learning French will be able to communicate with French students and access databases in France via computer.

EVIDENCE OF SUCCESS: Glenbrook North had the highest ACT scores in the entire Chicago metropolitan area in 1990-91, and both high schools won the U.S Department of Education's Award of Excellence in 1983-84.

CONTACT: Jean McGrew
1835 Landwehr Rd.
Glenview, IL 60025
(708) 998-6100

**Chicago Commons Association
Chicago, Illinois**

RATIONALE: Through a program that improves parents' literacy and job skills, the Chicago Commons Association, encourages, a congenial home and learning environment for many elementary school children on the city's West Side. Funding for this project is provided by 13 different public and private sources, including the U.S. Department of Education, which awarded the program an Even Start grant.

The program, which began in February 1991, recruits parents over the age of 21 with children in one of 13 targeted elementary schools in low socio-economic neighborhoods. Each month, recruitment efforts focus on a particular school, with the Association relying heavily on the Local School Council as well as principals to identify and encourage potential participants. Approximately 200 individuals will enter the program each year, and it is expected that equal numbers of African-American and Hispanic parents will be served. As of August 1991, 86 families had entered the program.

PROJECT DESCRIPTION: The program's individualized curriculum allows parents to work at their own pace to address their personal needs. On entering the program, each parent is assigned to a case manager who assesses their skill level and works with him or her to formulate an Employment Plan and a Family Development Plan. Employment plans specify particular academic skills (reading, writing, ESL, and math), job skills, and job search skills needed by the parent. After referring a parent to an appropriate academic program, a case manager helps the parent identify and pursue a particular job or career path. Family development plans include a variety of goals related to stabilizing the family's home life. For example, a parent who is drug or alcohol dependent would be encouraged to attend the out-patient drug program available to all participants. Through the family development plan, a parent may also attend classes on parenting or child-development that provide information on such topics as the importance of reading to one's child or the dangers of physical abuse.

Case managers work closely with each person to ensure that they are referred for particular social services or public assistance to combat day-to-day problems that may interfere with the parent's ability to attend and complete the program successfully. The Chicago Commons Association provides child-care services as well as a Head Start program so that even parents with very young children can attend. Starting in September 1991, an on-site clinic will provide health care for needy families. All new recruits will also receive an extensive health screening upon entering the program.

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EVIDENCE OF SUCCESS: Over 25 percent of those who have entered the program in the past six months have already been placed in jobs or job-training programs. An outside evaluator will conduct a comprehensive program evaluation in 1992.

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**Albany Park Multicultural Academy
Chicago, Illinois**

RATIONALE: Albany Park Multicultural Academy is a middle school serving students who speak approximately 27 different languages. This has created a unique multicultural environment that the school's principal has taken advantage of in developing an innovative curriculum. The school year is divided into four ten-week quarters, during which students study a different culture and history. The school's principal has introduced Dr. Mortimer Adler's Paideia program, which stresses a more active approach to learning across all disciplines.

Albany Park serves 200 students in grades 7 and 8. The school's enrollment is 39 percent Hispanic, 28 percent Asian, 25 percent white (almost exclusively Middle Eastern and Eastern European), and 8 percent African-American. Almost 80 percent of its students qualify for free or reduced-price lunches.

PROJECT DESCRIPTION: As part of the Paideia program's emphasis on an active approach to education, Albany Park requires all of its students to attend weekly Socratic seminars, in which much of the burden for carrying the class discussion is placed on the students. Seminars during each ten-week period focus on the history of a different culture--Hispanic, Asian, African-American, and Caucasian (Middle Eastern and Eastern European)--and use primary readings from that particular culture. Through this approach to scheduling, students learn about their own cultural history as well as that of their classmates.

In addition, Albany Park focuses on the history of Chicago. As part of a "History Fair," all students must produce either an exhibit, a research paper, or a dramatic presentation about a piece of Chicago history.

As part of a hands-on approach to learning about the working world, students at Albany Park will be producing a monthly 30-minute news programs to be aired on a local cable television access station. A local television producer, who adopted the school last year, will continue to volunteer as a consultant in the upcoming year. Students will write the news stories, anchor the broadcasts, and perform the technical work involved in putting together the news program.

Albany Park has been awarded a Project SOARE grant from the MacArthur Foundation to collaborate with Northeastern Illinois University to teach students the importance of working together. An instructor from the physical education department at Northeastern Illinois will come in once a week for a half day to run activities--modeled on Outward Bound--that encourage students to work as a team. The school also hired a specialist in

multicultural education to work with teachers after school twice a week to evaluate the project's activities and discuss ways to carry its theme into classrooms. In addition, Project SOARE funds will be used to hire eight parents to assist in the activities.

Albany Park has had a very successful relationship with its local school council, which has placed a great deal of trust in the school's principal. With the financial backing of the council, Albany Park was able to acquire twelve computers for use in all subject areas. In turn, the school encourages parents to work on the machines when they are not in use.

EVIDENCE OF SUCCESS: The school's principal did not have any data available on students' performance on standardized tests. The average daily attendance rate at Albany Park Multicultural Academy is 95 percent.

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5039 North Kimball Ave.
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**Prologue Alternative High School
Chicago, Illinois**

RATIONALE: By maintaining small class sizes and emphasizing close teacher-pupil relationships, Prologue Alternative High School has successfully educated at-risk teenagers for 19 years. This private, non-profit community school serves students who have been unsuccessful in traditional public high schools for a variety of reasons including pregnancy, poor attendance, and legal problems. Funding for the school comes primarily from federal sources such as the Job Training Partnership Act and Title 20, state grants, and private foundations, so the cost to students is limited to a nominal registration fee.

The school maintains an enrollment of 60 to 65 students each year. While most learn of the school through friends and family, many are referred by public school counselors or probation officers.

PROJECT DESCRIPTION: Field trips sponsored by Prologue have proven to be valuable learning opportunities because they expose students to places they would not have visited otherwise. Trips have included walking tours of the city, visits to museums, and programs and activities in other alternative schools.

Prologue's success is attributed primarily to its low student-teacher ratio of approximately 12:1. This allows teachers and students to develop close relationships; it is not uncommon for teachers to make home visits to discuss a student's progress with his or her parents. For many students who were overlooked or ignored in large public schools, this kind of individual attention often means the difference between success and failure.

One of Prologue's unique features is its system of small groups that provide students with a forum to voice their opinions and concerns. Each student is assigned to a particular staff member who leads discussions on problems or issues relevant to the students. Students are also encouraged to participate in policymaking for the school, and their input is sought in the development of new rules and regulations. Teachers and students regularly go on social outings together. These have led to improved relationships in the classroom and mutual respect, both of which serve to enhance the learning environment at the school.

Prologue's curriculum closely resembles that found in a typical public high school, although an effort is made to ensure that each student's particular needs and abilities are taken into consideration. Students are occasionally placed in study groups based on their ability, but math instruction is self-paced.

EVIDENCE OF SUCCESS: Prologue students' reading and math skills usually show an improvement of between two to three grade levels during their time at the

THE WHITE HOUSE
Office of the Press Secretary

May 20, 1987

For Immediate Release

REMARKS BY THE PRESIDENT
AT THE RELEASE OF THE "WHAT WORKS" REPORT

Room 450
Old Executive Office Building

11:50 A.M. EDT

THE PRESIDENT: Thank you, Bill. Well, thank you Secretary Bennett.

Today we are pleased to release a government report with some good news and some common sense in it. It's the third in Secretary Bennett's "What Works" series, and it's called "Schools that Work: Educating Disadvantaged Children," and it should top the summer reading list of everyone who is concerned about the quality of education in our country.

Its message is simple: Good schools make a difference. By giving students the knowledge and values they need to succeed, good schools can help children overcome poverty. They give our disadvantaged children hope, strength, and opportunity. They give them a future.

And the good news is that, as Secretary Bennett's book describes it, we have a number of these schools already, schools winning against the odds, schools that give their students just what it takes: respect for learning and the habits of heart and mind that are necessary for achievement. Instead of high dropout rates, these schools produce high test scores, regular attendance, and impressive college placement records. In schools such as these, a child's home life or his parents' finances and education are no barrier to success.

There are -- these are schools like Chambers Elementary School in East Cleveland, Ohio, where three-quarters of the students are poor and two-thirds come from broken homes or single-parent families, but where test scores just keep going up, and most students read and do math at or above grade level. Now how does Chambers Elementary do it? Well, Principal Joseph Whelan accentuates the positive. He recites the Pledge of Allegiance every morning over the public address system. He insists on excellence. He rewards students for good work. He encourages parents to get involved. And one former student says it best: "All that schoolwork prepared me to enter high school and leave there as a straight 'A' student. All those rules taught me right from wrong. At Chambers, I was special."

Thank you, Principal Whelan. (Applause.)

And then there are schools like Hales Franciscan High School in Chicago, Illinois. At Hales Franciscan, 100 young black men from Chicago's inner schools -- or inner city, I should say -- most of them poor, most from single-parent homes, are given an academic and religious education designed to help them escape the poverty trap and get into college.

Father Mario DiCicco, the principal, and the community of Franciscan Priars and lay teachers give them what it takes -- a strong core curriculum, lots of homework, and an emphasis on values that encourages moral judgment and social responsibility. At least 90 percent of each year's graduates go on to post-secondary education. As many as three-quarters go to four-year colleges. Yes, Hales Franciscan High School works. Father is not here with us today, but we can recognize what has been accomplished there.

And so does the Gaskins Freedom Youth Academy right here in Washington, D.C. Henry and Mary Ann Gaskins have five children of their own and each works full-time, but they feel so strongly about education that six years ago they opened their home to neighborhood children and turned it into a thriving after-school program.

Today, Dr. and Mrs. Gaskins tutor 75 children, from kindergarten through 12th grade, giving poor and minority students one-on-one attention in all subject areas -- even computers. And they try to "blend goodness of character with intellectual skills." And their students respond. And here, too, we find rising achievement scores and the attitudes necessary for success.

These schools and programs may seem miraculous, but their accomplishments are no mystery. They can be duplicated all over again, all around America. And they should be. We know how it's done. It's done through the effort of adults who care, men and women who never say die and who stick to traditional values and the basic principles that have always been the secret to good education.

First, schools that work for disadvantaged children are schools that believe they can make a difference. They don't use poverty as an excuse for failure. And they don't wait around for new federal programs before they start to do their jobs. Their business is children, and their first and most important message to those children is no matter who you are or where you're from, you can learn.

Second, schools that work for the disadvantaged are schools that help their students develop the same qualities of character and the same values that most Americans want for their children. They know there are no such things as black values and white values, or poor values and rich values. No, they know there are only basic American values. They know that lower standards are double standards -- and double standards are wrong.

Effort, homework, discipline, values and quality teaching are the best any education can offer -- to any student, including a poor, disadvantaged child.

Finally, schools that work for disadvantaged children are -- well, old-fashioned. They don't go for tricks. They use what's tried and true --

- 3 -

clear standards of behavior, long hours, hard work, and measurable goals. They teach the basics -- reading, mathematics, science, and writing. And they teach about America -- our history, literature, our great heroes, and our democratic principles. In fact, Secretary Bennett tells me that one of the most striking things that he's learned in his many visits to our nation's classrooms is that those schools which instill a sense of patriotism in their students by saying the Pledge of Allegiance, or singing "The Star-Spangled Banner" invariably are the most successful. Study after study tells us that education is the surest way for individuals to rise above poverty. We've done a lot in the United States to guarantee access and opportunities for education to all our citizens, especially the disadvantaged. We've spent generously on education, more than any other nation on Earth. But too many disadvantaged children are still not getting the education they need. In some cases, we may have spent money on the wrong things. In some others, we may have tried to fix what wasn't broken in the first place. But whatever the reason, we can do better, and we have to, because universal access to education is simply not good enough. Americans need universal access to quality education -- education that works.

I just yesterday had the privilege to speak to the graduating seniors of the Hamilton County Chattanooga City high schools -- all 13 of them. Not 13 students, 1700 graduates from 13 schools. And believe me, events like those are one of the best things about having this job I've got. Before me were thousands of bright, eager students ready to take to the world. America is lucky to have youth like those, like the young people one meets all over this country. And I just can't help but feel it's our duty to give them the very best education we can possibly provide. It's our duty to them, and our duty to a nation, because those young people are America's future.

And I have to relate just a little personal experience here in closing. I remember one day I was sitting in the principal's office. I wasn't invited in there for a social visit. And he said something that fortunately stuck in my mind, and I remembered. He said, "Reagan, I don't care what you think of me now. I'm only concerned with what you'll think of me 15 years from now." And I thank the Lord that I had the opportunity to tell him shortly before he died that -- how I felt about him 15 years afterward, after that visit in his office. And he was a very great influence in my life.

I recommend to you a poem written by Clark Mollenhoff, the journalist who was -- was part of the White House press corps. He has written a poem called "Teacher," and it talks to you about what teachers mean, and the effect they have on children. And I think you'd all be very proud to read his opinion of you. And having read the poem myself, I share that opinion of you.

Thank you all, and God bless you. (Applause.)

END

12:00 P.M. EDT

Hales Franciscan High School Honored

Hales Franciscan High School, a secondary school for young men of the Black community on the south side of Chicago, was honored in October 1985 as one of the "5 Exemplary Private High Schools in the Nation" by the United States Department of Education and the Council for American Private Education.

In his letter of commendation, the Honorable William J. Bennett, Secretary of Education, wrote to Father Mario DiCicco, O.F.M., principal of Hales Franciscan: "Please accept my warmest congratulations on being elected... as an exemplary private school. In the judgment of the review team, the private schools selected for recognition provide particularly high exemplary education for their students and are successful in fostering the intellectual, moral and social growth of the young people attending them. I commend you and your school for its remarkable achievement."

Letters of commendation were also received from numerous officials, including Senators Paul Simon and Alan Dixon of Illinois, Governor James Thompson, the director of the National Catholic Educational Association and many others.

White House Ceremonies

Father Mario, together with Mr. Joseph Moffa, associate principal and an affiliate of the First Order, and Father Arthur Anderson, O.F.M., chairman of the Math Department, traveled to Washington to receive the award in ceremonies on the south lawn of the White House. President Reagan addressed the 280 public and private high schools recognized as model schools for the nation and praised them for contributing to the well-being of young Americans. His words were especially significant for the 39 Catholic schools represented from around the country as he talked about an education that was not afraid to inculcate values and basic virtues. The President remarked that a "value-free education" is no education at all.

Following the President's remarks, each school's name was called out and each principal/recipient stepped forward to receive a flag bearing the Presidential Seal and words that read: "Excellence in Private Education."

The festivities began the night before for Hales Franciscan with a reception and buffet supper for the 39 Catholic high schools, hosted by the National Catholic Educational Association at their headquarters. The morning of the ceremonies was filled with a luncheon and talks, and later the delegates were police-escorted to the White House for the official assembly before the President.

Established in 1945

Being commended as an Exemplary Private High School for the nation is a singular award for Hales Franciscan, recognizing the admirable struggle the Franciscans and dedicated lay teachers have carried on in the cause of Catholic education in Chicago's Black community. The Friars of the Sacred Heart Province began their educational work in the Black community in 1945 with the establishment of Corpus Christi High School. In 1961, the school was moved to new quarters and officially began its history as Hales Franciscan, named after the great Franciscan scholar of the middle ages, Alexander of Hales, mentor of St. Bonaventure and St. Thomas Aquinas.

Since its inception, Hales Franciscan has graduated many young Black men who are professionals and leaders today throughout the country. It remains today as an all Black high school with a college-preparatory curriculum.

"We are at the crossroads today for private education," writes principal Father Mario. "The situation is even more precarious for Hales Franciscan, which has an overwhelming number of very needy students. Tuition costs are constantly escalating by necessity. Yet we don't want to make the tuition so high that the poor, disadvantaged Black student will not be able to afford it. We are caught in a Catch 22 situation. In spite of these difficulties, we manage to give out about \$70,000 a year in financial aid of one sort or another."

Ministry of Education

Hales Franciscan was recently adopted by AT&T as the recipient of a fully equipped computer center for teaching purposes. Several foundations have generously contributed to the financial stability of the school which hopes to remain as a vibrant force in the inner city. This distinctive Franciscan ministry of education to the disadvantaged is a proud heritage of the Sacred Heart Province.

As the executive director of the Council for American Private Education said of Hales Franciscan, "Through the selection process, the Project Committee confirmed that yours is a distinctive school and one with quality

Local Recognition Ceremonies

Hales Franciscan High School had the Local Recognition Ceremonies of their award on Friday, November 15.

Bishop William E. McManus, who helped found the school when he was superintendent of Chicago's Catholic schools, gave a magnificent talk in which he praised the Friars for their vision of the school and their caring presence. Mr. David D. Howell, representing the United States Department of Education, presented representative constituencies of the school with a special flag and plaque. Beautiful singing by Mr. Miles Armour, an alumnus, and a very moving poetic history of the school by Mrs. Barbara B. Thomas, a parent, and a hilarious presentation by the educational comedy group called Wavelength rounded out the evening.

Local Dignitaries

Capping the entire event was the presence and talk of Mayor Harold Washington who was flanked by the Honorable Charles Hayes, the school's United States Congressman, and Alderman Timothy Evans.

In a letter to Father Mario, Bishop McManus later wrote: "The celebration at Hales was one of the most warmhearted and sincerely joyous events that I have ever attended. It truly was a big event in my life." In another note, the Bishop wrote: "The event was one of the happiest during my long career in Catholic education. I feel God's grace is pulsating through the whole Hales enterprise." Bishop McManus was recently very instrumental in getting a \$55,000 grant for the school.

New School Spirit

The award given to Hales Franciscan together with the \$55,000 gift has engendered a new elan into the school. Recently, the school has been adopted by AT&T which will install a fully equipped computer classroom. They will maintain the system, instruct the faculty, and donate the textbooks to the students. This is another great boon for the school.

Develop A Mind

What can be greater than to invest in the minds of young people, giving them the opportunity to proudly develop themselves! Consider sending a gift to help the Franciscans continue to provide quality education to many poor and disadvantaged youngsters.

Name _____
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