



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

C. J. ...

August 3, 1995

MEMORANDUM TO: ERSKINE BOWLES
CC: GENE SPERLING
JEREMY BEN AMI
FROM: *[Signature]* LESLIE T. THORNTON
SUBJECT: BACK-TO-SCHOOL

Per your request, this memorandum, and accompanying materials, set out the Department's and the outside education and other interested parties' planned and developing back-to-school initiatives.

BACKGROUND

As you know, all across America, communities are pulling together to strengthen education because they know it is the key to strong local economy, a good quality of life, and a brighter future for everyone. The Family Involvement Partnership for Learning, a coalition of more than 140 family, community, religious, and education organizations dedicated to improving children's learning through the development of family-school-community partnerships, in association with the Department of Education, is sponsoring an unprecedented back-to-school initiative. ***America Goes Back to School: A Place for Families and the Community*** invites individuals – parents, grandparents, community leaders, professors, people skilled in vocational trades, members of the arts community, religious leaders, and lay people – to rally around their local schools and make a commitment to support education improvement and community involvement throughout the year (see draft report and invitation from the Secretary at Appendix A). While this is an effort the Department began four months ago and which focuses on grassroots support for better education, for obvious reasons it provides a tremendous opportunity for the President, the Vice President, the First Lady, and Mrs. Gore, among others, to highlight how proposed budget cuts would eliminate funding for the very programs the American public has identified as the most important elements of public education. Indeed, a number of education constituencies (see e.g., CEF plan at Appendix B), have focused their back-to-school efforts on the proposed budget cuts.

You might note that this year's back-to-school efforts will likely result in tens of thousands of grassroots events around the country, many of which the Department will not even know. We believe it will be easy, thematically, to marry those grassroots efforts we are aware of or are participants in with the budget message.

DEPARTMENT OF EDUCATION OUTREACH

The Department has done a wide variety of targeted mailings including *America Goes Back to School* materials, an invitation from Secretary Riley to participate in local school activities, and a request to publicize back-to-school initiatives through targets' own constituents. The following have already received *America Goes Back to School* information:

- ⇒ the over 140 members of the Family Involvement Partnership for Learning
- ⇒ 80 of top education association executives
- ⇒ all Chief State School Officers
- ⇒ 135 of the largest school system superintendents
- ⇒ mayors of the 100 largest cities
- ⇒ Executive Committee of the National Association of Counties
- ⇒ State legislators that chair education committees
- ⇒ selected CEOs
- ⇒ selected business organizations at the national and state levels, e.g., Texas Business Education Coalition
- ⇒ State Executive Directors or Presidents of key education associations, e.g., state PTA, state School Boards
- ⇒ National, state and regional contacts for private schools
- ⇒ Cabinet/Administration Officials
- ⇒ Sports/Entertainment/Other Leaders
- ⇒ A form letter was generated for U.S. House and Senate members
- ⇒ The President and Mrs. Clinton, Vice President and Mrs. Gore were sent personal letters from Secretary Riley on July 25 asking them to return to a school (see sample letters at Appendix C)
- ⇒ See also attached list of other invitees at Appendix D

DEPARTMENT OF EDUCATION PLANNED EVENTS

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| August 29 | The Department's regularly scheduled monthly Satellite Town Meeting will highlight and discuss the Department's back-to-school strategy (<u>see</u> Appendix E) |
| September 7 | Secretary Riley gives back-to-school speech at National Press Club |
| September 10 | Secretary Riley does an event with Greenville S.C. Business/Education Alliance |

- September 11-15 Kick-off week for Department's *America Goes Back to School: A Place for Families and the Community*
- September 11 Secretary Riley goes back to Greenville, S.C. for event; the Department has invited Joann Woodward who went to school with the Secretary at Greenville High. ***Good Morning America is covering the Secretary in Greenville, S.C. on the kick-off day***

Larry King has expressed interest in the back-to-school kick-off in either going back to school himself or doing a show about the initiatives/participants around the country

THE CABINET

Secretary Pena has indicated he will go to his kids' school, perhaps riding there on a school bus with parents and kids. On September 14, **Secretary Shalala** plans to announce the results of the Household Survey (regarding drug use) giving a safe and drug free school message at a local high school or middle school. The **Secretary of the Navy** has committed to a back-to-school event and committed 10 navy officers to do events. The Navy has also challenged all other branches of the military to do the same. We expect to get commitments from at least three other cabinet officials shortly.

EDUCATION CONSTITUENCIES'/SUPPORTERS' PLANNED EVENTS

Americorps will be visiting schools around the country during the week of September 11-15. The 20,000 members nationwide have been asked to participate.

The Center for Education Funding (CEF), has developed an unprecedented back-to-school drive, *centered on the President's budget cuts*, which includes: (1) an August recess strategy (August 4 to September 6) of meetings with congressional members, placement of editorials and op-eds, and contacting the media; and (2) a very aggressive press/outreach strategy beginning September 11. See CEF materials at Appendix B¹.

Apollo 13 astronaut **Jim Lovell** is going back to his alma mater, the Naval Academy.

¹ Student associations for student aid issues have also developed aggressive back-to-school strategies centered on cuts in funding issues. We are attempting to get their plans.

Leonard Slatkin, conductor of the St. Louis symphony and the next conductor of the National Symphony is doing an event in St. Louis.

Rev. Jesse Jackson will be invited to do an event (request from WH). We continue to meet with Jackson's education group to coordinate an event.

Smokey the Bear is going back to a school with a forest ranger.

IN THE WORKS

A number of events/initiatives by the Department are in the works. They include:

- ⇒ a nationwide talk radio strategy
- ⇒ targeting 10-15 big name celebrities to go back to a school
- ⇒ targeting seven key cities for major events
- ⇒ targeting 6-7 governors for back-to-school events
- ⇒ production of a video of the back-to-school events around the country

WHAT THE PRESIDENT CAN DO

At least one scheduling request has been submitted for the President's time and, one, separately, for the Vice President's time (see Appendix F). I am told that several other ideas are being considered and that Gene Sperling is coordinating strategy. You might note the draft Presidential Proclamation declaring September 11 through 15, "America Goes Back to School" week and inviting the states, communities, and the people of the United States to observe this week with appropriate ceremonies and activities (see draft proclamation at Appendix G).



APPENDIX A

DRAFT REPORT--NOT FOR CITATION

**AMERICA GOES BACK TO SCHOOL
A PLACE FOR FAMILIES AND THE COMMUNITY**

**An Invitation to Support Family
and
Community Involvement in Learning**

**An Initiative of the
Family Involvement Partnership for Learning**

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THE INVITATION

"Our children may be only 20% of our population, but they are 100% of our future."
U.S. Secretary of Education Richard W. Riley

The Family Involvement Partnership for Learning, sponsor of *America Goes Back to School: A Place for Families and the Community*, invites you to get involved in your community to improve our children's learning. The Partnership is a coalition of more than 140 family, school, community, religious, and business organizations dedicated to supporting family involvement in children's learning through family/school/community partnerships.

America Goes Back to School encourages everyone to make a commitment to children's learning. Getting involved can be simple and fun — with enormous payoffs for children and for you.

That's where this publication comes in, with information about six issues that Americans say they want their public schools to address:

- o Improve the basics and core academics.
- o Create safe and drug free environments.
- o Make college more accessible.
- o Get technology and computers into the classroom.
- o Raise standards of achievement and discipline.
- o Connect schools and families with school-to-work resources and other learning opportunities in the community.

For each of these areas, there are suggested activities—ways you can participate in schools and make a difference in students' learning. You can help build a true *community partnership for learning*—and make your community a better place to live, work, and learn all year round.

The Family Involvement Partnership for Learning also encourages you to become a member of the Partnership by signing up your school, community organization, business, or place of worship. A pledge card is found in the back of this book—just fill it out and mail it in!

For more information about the Family Involvement Partnership for Learning, or print and video materials on family and community involvement, call 1-800-USA-LEARN.

Come on, AMERICA . . .let's go BACK TO SCHOOL!

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INTRODUCTION

All across America, communities are pulling together to strengthen education—because they know it's the key to a strong local economy, a good quality of life, and a brighter future for everyone.

For communities, making education better means supporting families and schools. Families are responsible for raising children and being their first and most important teacher; schools are responsible for teaching children challenging coursework. But schools and parents often can't do the job alone, so schools need partners they can count on. Schools need to reach out for the help of their families and neighbors—concerned members of their community. Schools need people like you.

America Goes Back to School is designed to foster grassroots support for better education: to help our schools do the things that the American public expects of them. Our schools and colleges need help to make all this happen, and volunteer groups, clubs, service organizations and agencies, religious groups, community leaders, retired community members, businesses, and other caring citizens—YOU!—can lend a hand and make a big difference.

HOW TO BUILD YOUR COMMUNITY PARTNERSHIP FOR LEARNING

Today, there is research that says families and communities are important educators of their children. It shows that when families and communities do get more involved in children's learning, their children get better grades and test scores, graduate from high school at higher rates, have are more likely to enroll in higher education, and are better behaved. In all these ways, family and community involvement in education helps children grow up to be productive, responsible members of the community.

Not too many years ago, parents and other caring adults from the community were told, "hands off! You don't know how to be involved in children's learning." Not any more. We all know better now. There is a growing understanding by schools, families, communities and business that we are all part of the team that can provide the best for our children.

There is no one way to build the team, to build a *community partnership for learning*. Getting together with other concerned people to work together—collaboration—is a big first step. To help schools, community members need to join forces and work toward a common goal. No one part of the community or the school system—not families, not teachers, not principals, not school boards, not students—can do it alone. A collaboration—a partnership

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for learning—of families, schools, community and service groups, religious organizations, businesses, and other citizens is needed. “Many hands make light work”: by working together, we can achieve our goals more effectively than any of us could do alone.

The key to a successful Back-to-School effort is planning the year-long activities. Here are some suggested steps on how to get started:

1. Call your school and schedule a **start-up meeting with your school principal** and other interested volunteers.
2. **Appoint a school-volunteer coordinator** at your first meeting or ask your school’s principal and teachers if you can work through the local school volunteer coordinator.
3. Determine **which of the six issues will be useful to work on for the school year**. You may pick one, you may pick more. In fact, you may want to choose none of the six issues found in this book but may decide to pick another critical issue that concerns your school, parents and community.
4. Develop a **planning calendar as to who will be participating in what activity and when to address your issue of concern**. The school-volunteer coordinator will be responsible for keeping the calendar and sending out any reminders to participating volunteers.
5. Ask the school principal if you can **use your school’s regular "Back-to-School" activities** to let parents and community know of the effort being undertaken in your school. Enlist more volunteers.
6. Develop and **implement your plan**.
7. Meet regularly with the principal, teachers, and other volunteers to **review your progress**.
8. **Evaluate your results**. Mail what you learned to the Family Involvement Partnership for Learning in May, 1996 so we all can do better next year.

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Your school and volunteers may decide to have a much more informal structure where volunteers can work. It doesn't matter. What matters is that your principal, teachers, families, and your community are actively engaged to bolster learning. Through teamwork, we can mobilize our natural ingenuity, problem solving skills, and deep concern for our children's future.

What follows next is a variety of ideas that can be used for your school's Back to School effort.

THE BACK-TO-SCHOOL A, B, C's

Here, from A through Z, are ideas for getting the Back-to-School message out in your community.

A is for Awards--During planned events, such as mall exhibits or banquets, present awards to outstanding employers, civic, cultural, or religious groups for their outstanding support of schools and families. Present an award to an outstanding education, art, science, technology or environmental reporter in your local newspaper who highlighted family-school-community partnerships. Consider awarding a cash contribution or gift to the individual's school or education program making the most progress.

B is for Banquet--Sponsor a special banquet with a prominent speaker. Invite local employers, artists, community leaders, religious leaders, military base commanders, and others who should know about your efforts to build a community partnership for learning. Use the banquet as an opportunity to showcase successful partnerships.

C is for Correspondence--Purchase a postage lug saying "Proud Supporter of "America Goes Back to School" for your office postage meter. Your correspondence will highlight your support. Ask at your local post office how to have a lug made.

D is for Discover--Participate in student outreach and enrichment programs. Assist local elementary, middle, and secondary schools with extracurricular activities such as local scout troops, school science and math clubs, sports and cultural programs, and other community organizations to highlight your all year long back-to-school efforts. Provide engaging internships to college and high school students in businesses and non-profit institutions. Provide opportunities for college and secondary students to solve community problems through "service learning." Link social and cultural institutions to schools and colleges through joint programs and training.

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E is for Employee Communication --Work with the editors of local businesses' in-house publications and video programs to publicize America Goes Back To School. Develop ideas for interesting stories about each of your volunteers and how that business might join into the local community partnership. Provide logos and graphics to make print articles more interesting.

F is for Film Festival--Sponsor a film festival at a local university or school. Show movies that touch on issues of family involvement in children's learning or helping families pay for college. Follow screenings with discussions of how close the images come to what's happening in your community. Keep the event free or charge a nominal fee to help raise scholarships one year or funds to pay for technology. Promote the event through local radio and newspapers.

G is for Government and Public Space--Create special exhibits in public buildings showcasing on-going back-to-school activities. Leave hand outs such as bookmarks and brochures for employees and their families to get involved.

H is for Health Fair--Host a community health fair at a local hospital or university medical center. While offering free blood pressure readings, cholesterol screenings and nutritional advice, lectures, and demonstrations, emphasize the learning necessary to make contributions to medicine such as the artificial kidney novel drug delivery systems, etc. Enlist health workers as mentors for local youth and college students.

I is for Industry Programs--Tie partner business advertising to the effort and produce local public service announcements or video news releases about local corporate partners' family-friendly activities. Assist with local school and college improvement efforts. Provide clear information to students, schools, and families about the type of skills and knowledge needed in today's and tomorrow's jobs.

L is for Libraries--Sponsor a demonstration or exhibit at your local library of the America Goes Back to School initiative. Expand Read*Write*Now! and other reading partnerships with families and community groups. Work with the schools, and community and corporate sponsors to maximize neighborhood and communitywide literacy efforts.

M is for Making Connections--Spotlight the ways in which family and community partnerships for learning make a difference in all aspects of everyday life. For example, sponsor a homework hotline set up at a local supermarket to stress the importance of home-school communication or showcase a voicemail system that non English speakers can access. Build bridges between schools and colleges.

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M is also for the Media--Work with newspapers to spotlight local activities in community schools or sponsor a special Back-to-School supplement. Work with local television and radio stations to organize public affairs programs and showcase examples of school-community partnerships. Include the media as corporate sponsors.

O is for Open House--Open house programs or regular Back-to-School activities can feature America Goes Back to School 's critical issues. To make the program interesting, include hands-on learning activities for visitors and have students showcase what they are learning. Recruit new volunteers to the effort. Advertise open house programs through radio stations and newspapers. Consider inviting reporters to attend. Have students showcase what they are learning at open houses throughout the year.

P is for Partnership Pledges--Build local partnerships among families and schools, community groups, religious organizations, and employers. Ask each "stakeholder" group to "sign-on" to the Family Involvement Partnership for Learning by endorsing the *Strong Families, Strong Schools Pledge*, the *Statement of Common Purpose*, or the *Employer's Promise*. Be sure to display the Pledge at each of your partner facilities and reproduce it in newsletters and programs. (See copies of each at the back of this book.)

S is for Speakers Bureau--Coordinate local Back to School speakers bureau and contact local civic and religious organizations to offer speakers throughout the year. Tap the expertise of your school and/or college faculty, the business skills of parents, or historical experience of grandparents. Find persons who are comfortable with public speaking in many different contexts and who have the time to make appearances. Develop a list of speech topics. Speech topics will change with each audience.

T is for Tour--Organize tours of successful Back to School partnership activities that enhance students' learning. Ask citizens touring the activity for suggestions that can generate new ideas and help improve next year's efforts. Also, organize tours of local college campuses for middle and high school students and their families to continually reinforce the benefits of postsecondary learning.

U is for University Programs. Work with the local university newspaper and/or radio station to highlight stories about on-going research, notable alumni, etc. that deal with one of the six critical America Goes Back to School issues, as well as other issues that are identified. Work with the campus video department to capture events.

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Z is for Zoos— Zoos, cultural institutions, museums, and parks are popular places --- and great teaching and learning institutions. Link your local cultural and scientific institutions, zoos and parks with the schools and families to enhance learning. Celebrate the successful close of your America Goes Back to School year's efforts in these exciting locations.

Now you're armed with purpose and ideas for getting started. Here are the activities designed to rally all Americans around their schools and make a commitment to support education improvement throughout the year.

IMPROVING THE BASICS AND CORE ACADEMICS

I. Key Facts About Improving the Basics and Core Academics

Areas of Progress. While it is true that U.S. education needs improving, over the past 10 years the nation has made progress in several areas on which schools, families, and communities have focused attention:

- o **More students are taking college preparatory courses.** By 1994, the proportion of high school graduates taking the core courses recommended in *A Nation at Risk* (4 years of English, 3 years of social studies, 3 years of science, 3 years of math) has tripled.
- o **Math and science student achievement is generally up.** Student performance on the National Assessment of Educational Progress (NAEP) has increased significantly in science and math, reflecting the higher math standards and attention paid to these subjects. The gap in performance between white and minority students has been narrowing.
- o **Dropout rates have declined.** Overall, the dropout rate for 16- to 24-year olds declined from 14 percent in 1982 to 11 percent in 1993. Dropout rates declined between 1982 and 1993 by 4 percentage points for whites and 5 percentage points for blacks (although dropout rates for Hispanics remain high and are not declining).

Areas that Need Attention. At the same time, our children can perform better. The single most important activity for building the knowledge required for success in reading is reading aloud to children and for older students to read every day. The setting of high expectations is important, too. Finally, studies show that academic achievement drops sharply for children who watch television an average of 2 hours a day, and that the quality of programming is also a concern. Areas that need attention:

- o **Reading achievement is stagnating.** While American students read better than students in most other countries, reading achievement has not improved for a number of years; and just one quarter to one third of our students are reading at proficient levels.
- o **College or tech-prep not the norm.** While course taking has improved significantly, too many students are in the general track, not preparing for college or technical careers.

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- o **America ranks poorly in math.** While math achievement has improved, student performance is generally below average compared to other countries.
- o **College remediation too common.** Too many high school graduates must enroll in remedial classes in basic reading and math in college.

II. Ten Activities That Can Improve Learning the Basics and Core Academics

1. **Families** -- read to your children or grandchildren in a way that actively involves the child. Ask and answer questions about pictures and people in the story and point to pictures, letters and words. Ask older students questions that get them to think and solve problems.
2. **Families** -- limit the amount of television your child views to more than two hours on school nights and help children select the right programs for their age. Families are also encouraged to watch television together and discuss programs.
3. **Families** -- set high standards for your students' course work, encourage your students to work hard to achieve those standards, and make sure they complete their homework every night.
4. **Families and schools** -- start a school-wide family reading program using the U. S. Department of Education's READ*WRITE*NOW! materials. (Free materials can be obtained for children in your family or school by calling 1-800-USA-LEARN). Coordinate and engage reading mentors, and organize a reading challenge in which students read a certain number of minutes each day or a specific number of books within one month. Sponsor a sign-up day for public library cards at the school. Reward the children when they meet the challenge with a special stunt or activity.
5. **Schools** -- rigorously teach the basics and core academics and encourage family involvement in teaching and learning the basics. Let families know what they can do at home to help.
6. **Schools** -- use interesting, real life settings in your community to stimulate learning. Organize students and their families to conduct an oral history project, a history or case study of their school or neighborhood, an environmental monitoring project, or a folklife project that involves collecting local stories, recipes for a community cookbook, or local students' songs, art, rhymes, games, or jump rope chants.

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- 7. Community groups, religious organizations, and businesses** -- arrange reading partners (someone in Grade 7 up to senior citizen age) to whom children could read for 20 minutes a day. Encourage families to support daily reading with additional activities for reading and writing enjoyment. Work with your school or community librarian to select high-quality, award winning books.

- 8. Community members** -- sponsor a Family Math program (for more information and materials, contact Family Math, XX, Berkeley, CA). Sponsor events where community members talk about math in their careers and lead "hands-on" activities. For example, local merchants can talk about math in commerce and have students, (e.g., estimate and calculate the value of food in a grocery cart; weigh produce and calculate its cost; calculate the reduced cost of items on sale; or figure sales tax, commissions, or tips; college faculty can help donate computer simulations and statistical models.)

- 9. Community groups, religious organizations, and businesses** -- provide tutors for students during the school day and after school. Start or expand adult literacy training and programs in core subjects.

- 10. Community groups, religious organizations, and businesses**-- donate telephones, voicemail, and personnel to begin a community homework hotline to keep parents informed and help children with homework.

III. Where to Go For More Help

Reading is FUNdamental

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CREATING SAFE AND DRUG FREE SCHOOL ENVIRONMENTS

I. Key Facts About Safe and Drug-Free Schools

Areas of Progress. Many schools across the country have devised innovative, fair, and firm ways to confront safety and drug problems. As a result, we see examples of schools that have turned themselves around.

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Areas that Need Attention: While most schools are safe and drug-free, a growing number of schools in all parts of the country—urban, suburban, and rural—are experiencing problems with crime, violence, and alcohol and drug use. More students are using alcohol and drugs, bringing weapons—including guns—to school, assaulting or threatening fellow students and teachers, and engaging in behavior that disrupts the ability of teachers to teach and of children to learn.

- o **Many students are afraid to go to school.** Nearly 1 in 25 students (4%) missed at least one day of school during the 30 days before the 1995 Youth Risk Behavior survey because they felt unsafe at school or going to or from school.
- o **Weapons are increasingly common in schools.** More than 1 in 10 students (12%) carried a weapon on school property during the 30 days before being surveyed.
- o **Drug use among students is on the rise.** The use of alcohol and other drugs by 8th, 10th, and 12th graders has either remained level or increased over the past year. This represents the second consecutive year that there has been an increase in drug use among 10th and 12th graders and the third year of increases for 8th graders.

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II. Ten Activities to Do to Help Ensure Your School is Safe, Disciplined, and Drug-Free.

1. **Parents** -- talk to children about the dangers of alcohol and drug use. Make sure they have up-to-date information about alcohol and drugs and understand that hanging out with others who may use alcohol, drugs, and weapons can affect their own safety, self-esteem, and relations with people whose respect they value.
2. **Parents and schools** -- set standards of behavior and clear expectations for children. Read the school's discipline policies and discuss them with children. Talk with them about how school rules support the rights of all students to attend schools that are free of violence and substance abuse. Practice appropriate responses to people who are intoxicated, abusive, aggressive, or hostile.
3. **Parents and community groups** -- build a network with other adults to talk about issues such as alcohol, drug use, violent behavior, and school safety. Form a parents' organization or community association, such as "parent patrols" or "security dads and moms" that works in and around the school to ward off alcohol and drug abuse, unwanted intruders, and violence.
4. **Parents, community groups, and religious organizations** -- work with the school to develop responses to safety and substance abuse problems that clearly indicate to students that all parties view the problem the same way. Help develop school policies on disruptive and violent behavior and the use, sale, and distribution of alcohol and drugs. (Good policies spell out what they mean by alcohol, a drug, or inappropriate behavior, lay out the consequences for violating the policy, and describe how violations will be handled. Build community support for the policy.
5. **Parents, community members, religious organizations, and businesses** -- help plan and participate in school and community alcohol- and drug-free activities, including weekend dances and social events, holiday celebrations, proms, and graduation parties. Sponsor after-school and summer learning, enrichment, sports and cultural activities. Get student involvement in setting the rules for these events.
6. **Schools** -- require firm, fair rules, and keep in touch with families on a regular basis before a problem arises.

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- 7. Community organizations and religious groups** -- involve young people in developing programs and policies; appoint students to advisory committees or other groups which set community policies on issues of violence and substance abuse.
- 8. Businesses** -- sponsor sports teams, bands, card games, chess clubs, (and other games and activities that require skills in reasoning and teamwork), arts activities (including music, drama, and dance), and other positive and cooperative activities for children when they are not in school.
- 9. Community groups, police officers, religious organizations, and businesses** -- help create safe corridors for children on their way to and from school by extending their "place of business" beyond their doors. Businesses can also identify themselves as "Safe Spaces"—places youth can go if they are being threatened. The police can work with businesses, parents, and schools to design and implement patrol practices which bring officers into schools and other areas where children congregate for recreation or social activities.
- 10. Local news organizations and television stations** -- prepare positive stories about youth activities and accomplishments. Promote noteworthy and rewarding activities for young people—experiences which occur every day in every community in the country!

III. Where to Go For More Help.

Organizations: The following organizations provide assistance to groups and organizations seeking to make schools safe, disciplined, and drug-free:

- National School Safety Center
- National Center on Education and the Law
- National Center for Handgun Control
- National Clearinghouse on Alcohol and Drug Information
- Juvenile Justice Clearinghouse

Publications: Several publications are available free of charge from the U.S. Department of Education, including:

A Parent's Guide to Prevention: Growing Up Drug-Free
U.S. Department of Education
600 Independence Ave, SW
Washington, D.C. 20202

MAKING COLLEGE MORE ACCESSIBLE

I. Key Facts About Making College More Accessible

Areas of Progress. Higher education in America is the "Jewel" of education in the world. Our diverse universities produce more Nobel laureates than any other higher education system in the world.

- **Enrollment in colleges, universities, and technical schools has increased.** Over the past decade total annual fall enrollment in colleges, universities, and technical schools increased 17 percent, from 12.4 million to 14.5 million students. Indeed, the proportion of people ages 25 and over who have completed four or more years of college increased from 18 percent in 1982 to 22 percent in 1993.
- **Americans actively participate in education programs beyond high school.** Americans participate in higher education more than any other country and many students from other countries want to attend American universities and colleges.
- **Postsecondary graduation improves Americans' quality of life.** Workers with bachelor's degrees earn on average almost \$14,000 more a year than workers with high school diplomas. Workers with associate degrees earn almost twice as much annually as workers who did not finish high school.

Areas that Need Attention. Making college meaningful and accessible to students is still a problem. Many families are unaware that postsecondary education improves their child's life chances. With adequate preparation--academic and financial--students will have opportunities to attend community colleges, four-year colleges, or universities, and pursue careers with bright futures.

- **Students do not understand the value of postsecondary education.** At least two-thirds of adolescents regularly report problems in choosing and preparing for careers. Students often say that they do not understand the connection between what they learn in high school and the skills and knowledge that they will need after they graduate. As a result, many do not take the challenging courses that will prepare them for college-level work.
- **Families do not actively plan for their children's postsecondary education.** Many students and their families do not plan financially for college, and some states and senators in Congress are proposing to cut back on financial aid for qualified students to attend college. In addition, many families do not advocate for college prep and tech prep classes to be taught in their middle and high schools if not offered.

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II. Ten Activities to Do That Can Make College More Accessible:

You can help young people plan for the future by engaging in the following kinds of activities:

- 1. Parents and community members** -- find out whether the high schools in your district offer challenging classes that are recommended for college-bound students and Tech Prep programs. (These include courses such as algebra I and II, geometry, trigonometry, calculus, biology, chemistry, physics, foreign languages, advanced technology, computer, arts, literature and composition classes, and Advanced Placement classes.) If the schools do not offer challenging courses in all core subject areas, contact the school board and lobby for such courses. Encourage your children to take the courses that are recommended for college-bound students and career fields that require 1-2 years of post-secondary education.
- 2. Schools** -- offer college-prep, technical classes, and challenging coursework to all students. Be sure all students and their families know about them in time to plan their academic program, and build local partnerships with colleges, community colleges, and universities.
- 3. Community members, religious groups, and businesses** -- call the schools in your area to see if you can be a volunteer mentor. As a mentor, you can help a student learn about many different kinds of careers and college programs. Tutor a local high school student who is preparing for tests such as the ACT and SAT. Students often need help in expanding their vocabulary and in practicing the math problems that appear on the exams.
- 4. Businesses** -- help students learn more about the kinds of careers that exist and the educational preparation that those careers require. Volunteer to visit a school and talk to students about the education and training that you received in order to get your job. Discuss the connection between the skills and knowledge you gained in high school and college, and the skills and knowledge that you use each day at work. Sponsor shadowing programs, internships, and apprenticeships for middle school, high school, and college students to learn about careers first hand.
- 5. Community members and religious groups** -- take a group of students and their families to visit local colleges. Many students have never seen the academic side of a college campus and don't know what people can study in college. You can arrange to have the admissions office talk to the students about the academic preparation that they need to enroll, the careers for which college prepares students,

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and scholarships and other financial aid that is available.

6. **Community members and businesses** -- help the guidance counselors at a local high school set up a college fair. You can help by contacting several colleges, making arrangements for college representatives to attend, and publicizing the event.
7. **Community members, religious groups, and businesses** -- volunteer to help local high school students learn about different college programs and about the college application process. Counselors in many high schools do not have the time to provide one-on-one college counseling and guidance to each student.
8. **Businesses** -- if you have expertise in financial planning and are familiar with the ways that families can save money for college, volunteer to talk to students and parents at an elementary school or middle school in your area about various savings strategies.
9. **Community members and businesses** -- volunteer to help local high school students research the various sources of financial aid. You can help students by taking them to the library and helping them find reference books that list special scholarships. You can also make sure that they explore all of the institutional, state, and federal financial aid that is available.
10. **Community members and businesses** -- provide opportunities for AmeriCorp and college-work study students to address community problems and earn money for college.

III. Where to Go for More Help

Here are some other resources that you can use to find out more about planning for careers and college:

Resources:

- (1) The Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics.
- (2) Preparing Your Child for College: A Resource Book for Parents, Second Edition, U.S. Department of Education. (Write to the following address to receive a free copy: Consumer Information Center, Department 510B, Pueblo, Colorado, 81009.)

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- (3) The Student Guide: Financial Aid From the U.S. Department of Education, U.S. Department of Education. (Call 1-800-4FED-AID to order a free copy.)

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GETTING TECHNOLOGY AND COMPUTERS INTO THE CLASSROOM

I. Key Facts About Technology

Areas of Progress. Many schools are using technology in their classrooms to provide innovative and challenging learning experiences. Technological tools can make learning faster, allow individualized instruction, provide rich learning resources, and motivate learners of all ages. Indeed, technology-rich learning environments can level the playing across learners. Examples of how technology is being used in some classrooms include:

- The Christopher Columbus Middle School in Union City, New Jersey, which is in a poor, urban, Latino school district of 60,000 residents, partnered with Bell Atlantic to install computers and modems in classrooms and homes so that students can communicate with each other, connect to on-line libraries and access software in all areas of the curriculum.
- Students at the Dalton School in New York City and the Juarez-Lincoln School in Chula Vista, California learn about archeology by engaging in a simulated "dig" of an actual site in ancient Greece.
- In Schenley High School in Pittsburgh, Pennsylvania, students use the Internet to communicate in German, French, and Spanish with their pen pals in foreign countries. At Westinghouse High School students conduct science research through the Internet by communicating through E-mail with scientists and doing online research.
- At the Florida School for the Deaf and Blind in St. Augustine, teachers found that computers provided a way for their students to communicate with people in the community by connecting with the local bulletin board to which they would not otherwise have access.

Areas that Need Attention. Schools have yet to reap the full benefits of technology. In an information society, we have factory era schools. In classrooms that could be modern communication centers for learning, the basic media of instruction continue to be black board and chalk. Only a handful of schools have access to the new technologies that are becoming central to our lives. Indeed, many schools have less technology for student use than the typical neighborhood grocery store.

- **Internet access is very limited.** Only 3 percent of the nation's public school classrooms report that they have access to the Internet.

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- **Teachers need training with the new technologies.** For schools to take advantage of technology, teachers must have more time and opportunity to integrate it into the curriculum. The Congressional Office of Technology Assessment found that a majority of teachers feel inadequately trained to use technology resources and are not aware many of the resources technology can offer them as professionals.

II. Ten Things You Can Do to Address Technology

1. **Families** -- encourage your school to provide access to the computer lab after school and on weekends.
2. **Families and community organizations** -- explore options for the use of technology in the schools and in the home, such as take-home personal computers.
3. **Families, Community groups, religious organizations and business members** -- talk with local cable, telecommunications, and wireless companies about ways to improve technical facilities at your child's school, including telephones in the classrooms, email linkages across the building, and free or low-cost modem access between school and home.
4. **Schools** -- work with local businesses to set up a voice mail system so that parents can call in to check on their child's homework assignments and leave messages for teachers.
5. **Schools** -- make the use of technology and computers a learning priority at every grade level. Invite families to visit the classroom while students are using the computers. Offer Saturday family computer classes.
6. **Schools** -- set up a school-based communications network to share information about good software for teachers and send home ideas for family-student learning through school to home modem access. Set up a computer lending library so families can borrow computers and software. Ask parents who are computer literate to work with families who want to learn about technology.
7. **Community groups, libraries, and religious organizations** -- Establish computer labs in neighborhood centers. Collaborate with local community colleges or technical schools to offer classes on family computing. Encourage students, families, and teachers to access the World Wide Web through your local library or via online services at home or create pen pals in other communities or countries.

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8. **Community groups and businesses** -- explore ways that technology can be used to enhance learning for children with disabilities, students with limited English proficiency, and other students with special needs in the schools.
9. **Businesses** -- assist schools directly by supplying used, no-cost or low-cost computers, software, modem telephone access, and training resources for students, families, and teachers.
10. **Businesses** -- act as an on-line mentor to students, parents, teachers, and community members who are exploring how best to use new technology for learning.

III. Where to Go For More Help

People with access to the Internet can tap into a rich collection of education-related information on the U.S. Department of Education's public Gopher/FTP/ World Wide Web site. For a gopher client gopher use <gopher.ed.gov>, a FTP client use <ftp.ed.gov>; log on anonymous and a World Wide Web client such as NCSA Mosaic use URL=<http://www.ed.gov>. Much of the information that is available on the Department's Internet site is also available through a toll-free electronic bulletin board. Computer users can retrieve this information through a modem by calling 1-800-222-4922.

The ERIC Clearinghouse on Information and Technology (ERIC/IT) is one of 16 clearinghouses in the ERIC system sponsored by the U.S. Department of Education that specializes in educational technology and library/information science and processes documents in these areas for the ERIC database, the world's largest biographical database. The clearinghouse also provides user services and publications related to its scope areas, including the ERIC Network, and electronic "help sheets" for using ERIC resources on the Internet. ERIC/IT also runs an Internet-based question-answering service called "AskERIC." Teachers, administrators, parents, and community members with education questions may send them via email to ASKERIC@ERIC.SYR.EDU. A response is provided within 48 hours. Ask ERIC has also developed computerized resource collections of frequently asked questions, lesson plans, short summaries of recent research, and literature searches on popular topics.

RAISING STANDARDS OF ACHIEVEMENT AND DISCIPLINE

I. Key Facts About Raising Standards of Achievement and Discipline

Areas of Progress. In 1989, the nation's Governors and the President reached agreement that unless the nation established clear education goals and all citizens worked cooperatively to achieve them, the United States would be unprepared to address the oncoming challenges of the 21st century. Congress codified 8 national education goals in 1994 and states, national organizations, and communities are working on developing standards in the basics and core academic subjects. Communities across the country are adopting challenging curricula and implementing fair but rigorous codes of discipline.

- **High expectations and high standards bring out the best in students and schools.** One of the ways that families, communities, and school personnel choose to work together to improve their schools is to help set high academic and occupational standards and help students work hard to meet them.
- **Standards are best set at the state and local levels.** Local schools and communities can get help in setting their own high standards by reviewing standards being developed by national organizations, states, and local communities. See: "Where to Go for Help."
- **Safe schools are a precondition for learning.** Another way families, communities, and school personnel work to improve schools is to establish guidelines and standards for safe schools and disciplined student behavior. When children and teachers feel safe in their schools, teaching and learning are significantly improved.
- **Increased performance in math and science tied to standards.** One explanation for improvements in math and science achievement in America over the past ten years is that many schools, states, and the federal government promoted higher math standards and encouraged students to take more rigorous science and math courses.

Areas that Need Attention. While progress has been made on the need to develop state and community standards, the process of developing, adopting, and implementing them produces a lag between general practice in the classroom.

- **Too many students take a watered down curriculum.** Too many students are in the "general track" in high school not preparing for college or occupations with a promising future. About sixty percent of students do not take the core curriculum recommended 10 years ago in *A Nation At Risk*.
- **Schools are offering fewer choices.** In budget crises, schools are reducing or

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eliminating gifted and talented classes, arts education, and extracurricular activities.

II. Ten Activities That Address Raising Standards of Achievement and Discipline

1. **Families** -- Make sure your children enroll in tougher courses and keep in contact with teachers to ensure children are getting what they need.
2. **Colleges** -- share with teachers, parents, and students the type of skills and work habits needed to be ready to enter and be successful in college work.
3. **Families, schools, community members, religious groups, and business representatives** -- sponsor community discussion groups about standards for student achievement. In partnership with the schools, develop statements of what students are expected to know and be able to do as a result of their education. Establish clear high standards for student achievement at your school for both students going directly to college and those students in occupational or Tech- Prep courses preparing for careers. Make sure your students have access to high level instruction in all the core subjects (English, math, science, the arts, civics, geography, history, foreign languages).
4. **Families, schools, community members, religious groups, and businesses** -- convene an assembly, small group discussion, or after school program to tell personal stories to students about how "Going the Extra Mile Made A Difference In My Life." These stories should reinforce the real benefits of having high academic and personal standards that require discipline, extra effort, hard work, dedicated study, and persistence.
5. **Students and schools** -- encourage students to work hard toward the school's standards and their personal goals. Explain that working hard toward the school's standards will help them achieve their goals. Convene a small group of students from your school and ask them to put into writing what they expect to know and be able to do when they graduate. What kinds of activities (further education, work, independent living) must they be prepared for when they leave that school? What knowledge and skills must they have to do these activities? Share the results with school staff, the student body, and the PTA.
6. **Students and schools** -- develop an honor code for behavior in school. Convene students using a two-way communications format where the audience (parents, teachers, students, and community members) develop a list of behaviors that contribute a positive school climate. Get ideas from the audience, refine the list, and develop ways to implement the code. Elect a panel of parents, teachers, students,

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community members to work with students who have trouble meeting the honor code standards.

7. **Community groups and religious organizations** -- conduct conflict resolution workshops that encourage children to prevent a fight when someone is "bugging" them. Work with students on a "squash it" anti-violence campaign.
8. **Community, religious groups, and businesses** -- offer mentoring and tutoring programs and homework centers to help children achieve in their challenging coursework.
9. **Community, religious groups and schools** -- organize a regular time during the week for parent/child sports (basketball, softball, volleyball, kickball, soccer, etc.). Try to make the event an ongoing school activity with parents and children playing the games together. This could be done with other themes such as fun-and-game sessions that include things like three-legged races and egg and spoon races (like old-fashioned picnics) or arts and crafts/music and dancing evenings.
10. **Businesses** -- adopt flexible employee leave policies that accommodate family-school conferences and family members' volunteering in their child's school. Encourage part-time student employees to attend school every day and to study hard. Ask for diplomas when seeking high school graduates for employment. Encourage those without diplomas or needed skills to go back to school or college.

III. Where to Go For More Help

Books and Articles

Reaching Standards: A Progress Report on Mathematics. Policy Information Center. Educational Testing Service. Princeton, New Jersey, 1995.

Student Portfolio Handbook. Middle School Mathematics. Field Trial Version. New Standards Project. Washington, DC. 1994.

Continuing the Commitment: Essential Components of a Successful Education System. The Business Roundtable. Education Public Policy Agenda. Washington, DC. May 1995.

"Considering Standards". *Basic Education.* Council for Basic Education. Washington, DC. January 1995.

Shanker, Albert. *Achieving High Standards.* American Federation of Teachers.

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Washington, DC. July 1993.

"Struggling for Standards." *Education Week*. Special Report. Washington, DC. April 12, 1995.

State Content Standards. Directory of state projects funded by the U.S. Department of Education. Office of Educational Research and Improvement. Washington, DC. 1995.

"High Expectations: High Standards" in progress. Office of Educational Research and Improvement. U.S. Department of Education. Washington, DC.

Associations and Organizations Coordinating the Development of Voluntary Standards

Math

National Council of Teachers of Mathematics
1906 Association Drive
Reston, Virginia 22091

Arts

Music Educators National Conference
1806 Robert Fulton Drive
Reston, Virginia 22091

Civics

Center for Civic Education
5146 Douglas Fir Road
Calabasas, California 91302

Foreign Language

American Council on the Teaching of Foreign Languages
6 Executive Boulevard
Yonkers, New York 10701-6801

Geography

National Geographic Society
P.O. Box 1640
Washington, DC 20013-1640

Science

National Research Council
National Science Education Standards Project
2101 Constitution Avenue, NW

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Washington, DC 20418

History

National Center for History in the Schools
University of California, Los Angeles
10880 Wilshire Boulevard, Suite 761
Los Angeles, CA 90024-4108

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CONNECT SCHOOLS AND FAMILIES WITH COMMUNITY RESOURCES AND SCHOOL-TO-WORK OPPORTUNITIES IN THE COMMUNITY

I. Key Facts About Community Resources and School-to-Work Opportunities

Areas of Progress. Linking community resources with family and school activities is one important way to enhance children's and youth's learning experiences. By taking part in real-life experiences -- viewing a dramatic play in the theater or viewing the stars in the constellations in an observatory -- students can see, touch, and understand the actual applications of lessons they have learned in school. Businesses have an important role in this effort as more and more youth are mentored by industry through school-to-work apprenticeships, internships, and work-study opportunities.

- **Libraries, museums, theaters, businesses and others are useful learning tools.** There are many resources in a community that offer meaningful learning experiences for children in a wide array of areas. For example, libraries, museums, observatories, science labs, aquariums, theaters, symphonies, and businesses can all be linked with schools and community groups to provide afterschool, weekend, and summer learning experiences for families and children as well as enrich teaching and learning during the regular school day.
- **The other 91 percent of time outside the classroom matters.** A number of studies show that students' activities out of school significantly affect their social development and academic success. For example, programs designed to encourage and assist students to complete their homework can affect academic achievement while providing safe care. Children under adult supervision in a formal program have demonstrated improved achievement and better attitudes towards school than their friends in self- or sibling care. Children on their own during after school hours are more likely to feel bored, fearful of their safety, and engage in delinquent activities such as drug and alcohol abuse.
- **Businesses have a key role in linking learning experiences with the interests of older students.** Many communities around the country have launched "school-to-work" programs that offer students work-based learning experiences with local employers through apprenticeships, internships, and work-study programs. These programs usually offer school-based learning that is related to the work experience, career counseling, and links to formal education and training programs at postsecondary institutions.

Areas That Need Attention. While research clearly shows that activities supplementing learning during the regular school day benefit students' school performance, in many

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instances they are the exception rather than the norm. Sponsoring cultural, scientific, artistic, musical, sports and recreational, service-oriented, and craft activities and getting students to attend these enriching opportunities are not always easy due to community barriers.

- **School-to-work opportunities are not typical.** Compared to many other developed countries, the United States does not provide many work-study, apprenticeship opportunities for high school students.
- **After-school and summer activities offered to youth uncommon.** Far too many youth have little or nothing to do after school or in the summer leaving them susceptible to the dangerous influences of drugs, gangs, and violence. Studies have shown that this is especially true in inner cities that have fewer community resources than their neighboring suburbs.
- **A lack of community-school partnerships and transportation impede student activities.** Even when communities have community institutions that could help, they are often shut out from helping students because of poor connections to local schools or because students lack the transportation necessary to travel between schools and community resources.

II. Ten Activities to Link Your Schools and Students with Community Resources

1. **Families**--go to the library and ask for information about learning opportunities in the community. Take your children regularly to visit libraries, museums, cultural events, and your local colleges.
2. **Families** -- explore career and school-to-work interests and possible opportunities with your student and work with them to develop their educational and career plans.
3. **Schools**--- open school building to community groups for activities before and after school, on weekends, and during the summer. Invite local community college or university staff to offer weekend classes to families and community members. Enrich daily instruction by connecting with local resources. Offer service learning opportunities where young people work on community problems or challenges.
4. **Schools, business and community groups** -- work with the library to create a resource directory of all extracurricular programs and activities available for children in the community which includes information such as eligible age groups, costs, schedule, and location.

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5. **Community and religious groups**--offer affordable, quality afterschool and summer learning opportunities.
6. **Community members and businesses** -- volunteer to help the schools develop courses that will prepare students for jobs that are available in the area.
7. **Businesses** -- contact the high schools in your area to see if there is a “school-to-work” or Tech Prep program. If a program exists, offer to have your organization participate by providing work-based learning experiences for students, apprenticeships, internships, and training experiences for students and teachers. If there isn't a school to work or Tech Prep program, start one with other employers. Ask employees to volunteer at school to talk about their jobs and demonstrate what they do. Alternatively, help students and teachers set up business ventures. Buy products and services from them.
8. **Businesses** -- hire qualified graduates of school-to-work programs. Set up a program where students can shadow employees to learn about their jobs.
9. **Businesses** -- help employees, especially hourly wage earners, fund before and after school learning and extracurricular opportunities for their children.
10. **Employees** -- urge your employer to participate in a school-to-work program. Volunteer to serve as a mentor or supervisor for students who participate in learning about occupations in your place of work.

III. Where To Go For More Help

Organizations:

The following institutions can be useful community resources: libraries, museums, science laboratories, observatories, theaters, and symphonies. Local civic and community organizations like the Kiwanis, Rotary Club, Lyons, Elks, Boys and Girls Clubs, and YMCAs can be important local resources. Service learning opportunities are important, too, like local AmeriCorps projects.

The following organizations can provide assistance to groups and organizations seeking to develop school-to-work programs.

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The School-to-Work National Employer Leadership Council
The National Center on Education and the Economy
The Bay State Skills Corporation

Publications: Several publications are available free of charge from the National School To Work Opportunities Information Center write or call:

School To Work Opportunities Information Center
Room 210, 400 Virginia Ave., SW
Washington, DC 20024
(202) 401-6222

Occupational Standards

APPENDIX B

12 things You Can Do To Stop Federal Education Cuts

1. Organize a group of education advocates, parents, teachers, students and schedule a visit with your member of Congress over the August congressional recess (August 4 - Sept. 6).
2. Write a letter to your members of Congress and get five other community leaders to sign on or write their own letters.
3. Generate community support at local meetings. Make a presentation at a local PTA meeting, business club meeting, or other gathering about the proposed cuts and their impact. Ask everyone present to write their member of Congress opposing the cuts.
4. Have your local school board pass a resolution in support of strong federal investment and release it to the media and mail it to Congress the Back-to-School week of September 11-18.
5. Attend Congressional town hall meetings over the August recess. You can find out when one is scheduled by calling your member of Congress' local district office. Discuss the impact of the education cuts on your community.
6. Invite your members of Congress to tour a school or college and participate in a school-site press event. Show them federal programs in action.
7. Send a news release to your local media (print, radio and TV) during the National Back to School Week announcing the formation of a local coalition of education and business leaders that oppose cuts in federal education funding or announcing a school bake sale event.
8. Hold a news conference or press briefing during National Back to School Week to present information about the importance of federal funding in your school district or community and stress the local impact of proposed cuts.
9. Write a letter-to-the-editor and meet with editorial boards of your largest daily newspapers to convey the need for federal education funding in your district. Editorial board members write the editorials in your newspapers and a meeting with them can lead to a positive editorial which will be read in Washington, D.C.
10. Speak out about federal investment on local radio and television talk shows. Use call-in or public affair shows to talk about the proposed cuts and their impact. You can either be a caller on an open forum show or contact the station and ask to be on as a guest.
11. Hold a rally to protest the cuts. Be sure to alert the media to your rally.
12. Hold a school Bake Sale the week of September 11-18 to highlight how difficult it will be to replace lost federal funds.

Volunteer Commitment Form

YES!

I Want to join the campaign to Stop Cuts in Federal Education Programs.

I WILL:

(please check)

Meet with my member of Congress by September 6th

Send a letter to my Members of Congress by September 15

Host a Bake Sale event the week of Sept. 11-18

Have my school board or board of trustees pass a resolution at the August or September meeting

Fax or send a coalition letter to my Senators and Representative by September 6th with the school board resolution or other materials

Meet with editorial boards before September 11th

Write letters to the editor or submit opinion editorial (op-ed) by September 11

Speak at local meetings in August and early September

Hold a rally before September 16th

Speak out on radio/TV talk shows in August and September

Organize a group to attend a town hall meeting

Other activities I will accomplish:

*please mail/fax a copy
to your national
association and*

The Committee for
Education Funding
505 Capitol Court,
N.E. Suite 200
Washington, D.C.
20002

fax (202)-546-2683

Name: _____

Address: _____

Phone/Fax: _____

Affiliation: _____



August Congressional Recess

August 4-Sept. 6, 1995

- Meeting with a Member of Congress
- Writing an Editorial
- Writing an Op-Ed Piece
- Contacting the Media

Tips on Contacting Members of Congress

- 1. Research the Member's history.** Know before you arrive his/her position on issues related to the one you plan to discuss. Try to ascertain the Member's voting record (contact your national association).
- 2. Review your arguments.** Keep them short and simple. Don't filibuster; just give the facts.
- 3. Focus on only one issue** -- funding cuts to education. Don't arrive with a grocery list. If you exhaust the issue and are satisfied, then wind up the meeting.
- 4. Hold a pre-meeting** with the group participants to identify your key spokesperson and the key points you'll make during the meeting. The spokesperson should also be one responsible for closing the deal.
- 5. Bring local data** to support your arguments -- data relevant to the Member's district and key constituencies.
- 6. Listen carefully.** Politicians tend to speak generally. Try to draw out specific answers to specific questions.
- 7. Bring supporting materials** that can be left behind. Make sure a key contact is included.
- 8. Record the names of staff members** who are present or who are introduced to you.
- 9. Fill out enclosed Contact Report Form** immediately after the meeting. Include notes on what was discussed and what the member agreed to do. Send report form to your association and CEF.
- 10. Follow up the meeting with a thank-you letter** that summarizes your understanding of what the member agreed to do. Let him/her know you are available to be helpful, and that you will continue to follow action on education funding.
- 11. Send separate notes to the staff member(s)** you met, and make a point to keep in contact with them.

TALKING POINTS ON CUTS

- **Thank the Member** for taking time to meet and for any positive assistance she/he has given education in the past
- **Introduce group members** and their representation.
- **Explain** that **your** group has come together out of **concern** over the enormous negative impact that cuts in federal education investments will have on students in your community
- A **17 percent cut** in education programs is **unacceptable**.
- **Use explicit information** and concrete data and examples of the effect of the cuts on students, classrooms, schools, and campuses in the Member's district or state.
- **Federal investments in education are critical** in maintaining the competitiveness of the U.S. economy in an information-based global marketplace. An investment in education provides expanded economic opportunities for middle class families and helps all students to achieve their potential.
- Deficit reduction is a common goal, but a **balanced budget can be achieved while maintaining education** and training investment.
- The **cuts Congress is proposing are not evenly distributed**; this is not shared sacrifice. Other federal domestic programs are cut by an average of 4 percent, while education is cut 17 percent.
- **Seek a commitment from the Member** to visit a school or campus before the recess ends or early this fall.
- Make arrangements to show the Member the tangible effects and results of the federal investment in education by inviting him/her to **visit a school**.
- Thank the Member again for his time and **offer to serve as an on-going resource** to the Member and his/her staff on issue relating to education.

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National

Back to School Week

September 11-18, 1995

Contacting the Media

Writing Opinion Editorials

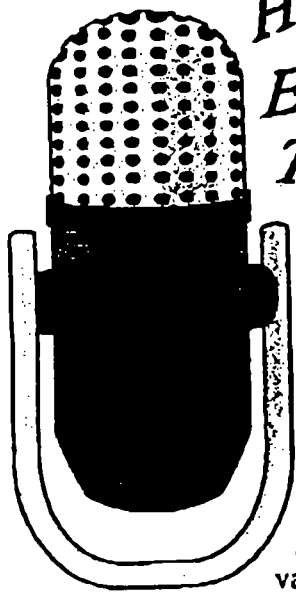
Writing Letters to the Editor

Writing Press Releases

Passing Resolutions

Hosting a Bake Sale Event





Help Save

Education Programs

That Work

Contacting the Media

Education and children's advocates face a serious challenge in their efforts to prevent this Congress from dismantling successful federal education programs. Few Americans are aware of the magnitude of cuts proposed by this Congress or are aware — in more than a vague way — what role federal education programs play in the lives of their children and their communities.

You can help by drawing attention to programs in your community — and explaining the implications of the loss of these programs on students and on the community.

There are three basic ways to get your message out:

- * Newspaper stories.
- * Opinion editorials (op-eds) and letters to the editor.
- * Talk radio.

Getting on the local television news is possible, but television news stations are generally less accessible. Classroom or college settings make good visuals, and if you get the interest of the TV news desk, it can have a major impact. But newspapers and radio rely heavily on participation of those in the community.

Getting in print. Read your local newspaper to find the name of reporters most likely to be interested in the topic you want to suggest. Many newspapers have a regular education beat reporter. Call the reporter to discuss your idea. Be concise, specific, and factual. It also helps to provide written information that describes what you want to convey. When writing about a national story — federal budget cuts, for example — present details about the local impact, such as number of students affected by the cuts. Be sensitive to newspaper deadlines and style.

Write it yourself. You may want to write the story yourself, either as a feature or opinion editorial. Talk with the editor to get a sense of their willingness to print copy not written by staff or from wire reports. Many smaller papers are open to such participation. In addition, all papers print letters to the editor, so long as they are short, well-written, and timely. Letters to the editor pages provide a lively forum for discussion in the community and can help shape public opinion.

Participate in talk radio. Find out what kinds of subjects a talk radio program is interested in. Write down the call-in number, and keep trying. Callers routinely wait 30 minutes or more for the most popular shows. When you get through, tell the producer your name, place, and subject and get in line. One way to move up in line is to offer an answer or explanation to the previous caller. Present your direct information about the experience of successful federal education programs with some background information about what is happening. Avoid jargon.

Communicating successfully in any of these areas requires honing your message. Especially when you are calling a reporter or radio show, give some thought to what you want to say. Find out the facts about the impact of federal budget cuts on your school, students in your community, or your children. Write down what you think are the strongest points, crossing out statements that are too complex or defensive and underlining those that are clear, direct, and compelling.

Sample Op-Ed

Education Cuts Never Heal

Since January, Congress has been debating how to cut government spending and reduce the federal budget deficit. As they begin the real task of program-by-program cuts, it is clear the single largest target is elementary and secondary education.

The cuts adopted by the House Appropriations Committee in July are not shared sacrifice. Programs marked for deep cuts or elimination include basic math and reading services, efforts to promote safe and drug-free schools, resources for state and local officials to implement higher standards, and education technology. Cuts in these programs will cause irreparable harm to students in our community and around the nation.

The sad irony is that while many in Congress claim this is to benefit the next generation, this same Congress is robbing children of the skills they will need to compete in an information based economy. The fastest growing jobs and the largest pool of new jobs will require at least some college. More significantly, new economic opportunities here and abroad will be in information services, technologies for managing and analyzing data, and the production of complex computer hardware and software that will require skills far beyond the assembly line of the 20th century.

The lion's share of cuts in federal aid to education are in elementary and secondary education, and the "down payment" on this downsizing — a \$4.5 billion cut in Fiscal Year 1996 compared to FY95 — is about one-third of the total federal aid to schools. More than 1.1 million students will lose access to extra help in math and reading skills, and other basic support to schools and students will be cut by 15 to 60 percent in the first year alone.

It stands to reason that today's students will need the basic skills to advance and master the complexities of tomorrow. Opponents of federal aid to education argue that state and local governments will make up the difference, but they face a number of daunting obstacles.

Federal grants to states represent one-fifth of state revenues, and all areas of federal aid are slated for deep cuts. By itself, states would have a difficult time making up for federal cuts in education. But the reality is that, without major increases in taxes, most states will not be able to sustain present levels of support for schools and students. While most are not as deep as the cuts in education, the Congressional Budget Resolution envisions a sharp retreat from all state-federal partnerships in health care, public safety, nutrition, and transportation.

Federal aid to education provides resources states don't otherwise have — or haven't committed for important national purposes. No one can argue that it is more efficient for 50 state governments — or even consortia of states — to conduct national research in education. Moreover, federal resources for Title I today represent 80 percent of all funds spent for remediation in basic math and reading. Some argue that if all federal mandates were removed, there will be no need for federal aid. But even if, for example, the statutory mandate to serve students with disabilities were removed, schools would still be under a legal — if not moral and economic — obligation to help such students prepare.

Revenue systems for states are far more volatile, highly sensitive to the buffets of economic cycles. The next recession will test the wisdom of the present federal disinvestment in education in a number of ways. Even if some states are able to absorb the loss of federal resources for students and schools over the short-term, those cuts will inevitably be compounded by a loss of revenues dependent on economic vitality, such as sales tax revenues. More significantly, given the close relationship between education attainment and worker productivity, worker skills and economic growth are likely to follow twin downward spirals that will affect the quality of life not for all Americans.

Closing the Door to Higher Education

The American system of postsecondary education — colleges, universities, and vocational-technical training — is an essential element in the United States' economic dominance over the past half century. And yet, the 104th Congress, which speaks so much of the need for economic growth, seems determined to dismantle this system brick by brick.

At the close of World War II, the federal government embarked on a rapid expansion of access to postsecondary education with the G.I. Bill. Over the next 30 years, additional programs were established to expand access, including Pell Grants, Supplemental Educational Opportunity Grants, College Work-Study, and the Guaranteed Student Loan program. In addition, the federal government established a number of programs to strengthen postsecondary institutions and help students benefit from postsecondary opportunities.

The benefits of these efforts included a marked increase in worker productivity and a remarkable increase in innovations in communications, transportation, and man-made materials — in short, across every area of technological achievement.

American standards for access to postsecondary education had significant social benefits in addition to expanding the U.S. economy. By providing direct assistance to students, the federal government assured that any qualified individual — regardless of economic circumstances — could get the education or training they needed to fulfill the American dream.

The 104th Congress seems willing to sacrifice this success story to achieve an arbitrary goal — achieving a balanced federal budget in seven years, no more, no less.

The Fiscal Year 1996 Congressional Budget Resolution is the blueprint for this abrupt halt in opportunity. Of the \$190 billion to be cut from domestic spending over the next seven years, one-third will come from education, even though education spending is less than 2 percent of the total federal budget.

In addition to deep cuts in resources for elementary and secondary schools and students, the first installment in this plan is a cut of \$1 billion in resources to help students bear the weight of student loans. Loans for students and their families to pay the costs of tuition and other costs of attendance will rise on the average of \$3,000 to \$5,000 per person. Another 500,000 will lose student aid grants between cuts in the State Student Incentive Grant (SSIG) program and new rules for Pell Grants. Many other students could lose state-based aid as well with the elimination of matching federal funds in SSIG.

By making it more difficult to pay for college, Congress is denying millions of students a future that includes the knowledge and skills that lead to good employment. And one cannot console oneself with the idea that these policies will only mean limited opportunities for someone else. We are all dependent on a healthy, growing economy for our own security, in our homes, in our communities, and in our retirement.

Over the past 20 years, individuals with a college education are the only ones who have seen their incomes rise. The fastest growing, highest paying jobs over the next decade will require some form of postsecondary education or training — all the more so in the knowledge-based industries where the U.S. is in keen competition with other global economic powers.

Members of Congress said they have a mandate for this course of action because few people have let them know they oppose these cuts. If we care about the future, Congress needs to hear our objections now, loud and clear.

Sample Op-Ed

Education: It's a matter of priorities

In the early part of this century, fewer than one-half of Americans graduated from high schools, and even fewer went to college. However, after fighting for freedom abroad in World War II, Americans realized that only education would provide true freedom at home. The G.I. Bill (1944) allowed more than 2 million returning soldiers the chance to earn a college degree and achieve the American dream. Educational opportunities for elementary and secondary students were also vastly expanded. These opportunities were in large part driven by federal support and involvement to an American ideal: one's circumstances at birth would no longer dictate one's opportunities in life.

This Congress has embarked on systematic dismantling of this federal role. The seven-year budget plan would slash aid to students and schools by one-third or more, and cut support for student loans by another \$10 billion. In July, the House Appropriations Committee voted to cut education by \$4.5 billion compared to the previous year, a devastating 18 percent reduction.

In the 1996-97 school year, at least 1.1 million students will lose access to Title I services to help them improve their basic math and reading skills. Help for schools and students to create safe and drug-free environments will be cut by at least 60 percent. Research in teaching and learning will be halved, severely hampering efforts to raise achievement levels. More than 250,000 eligible postsecondary students will lose grants, and at least 500,000 students will see college loan payments increase by \$3,000 to \$5,000.

These cuts are not shared sacrificed. Education is set to receive, by far, the largest cut of all federal programs. Cuts in federal aid to education will touch every family, diminish the quality of life in thousands of American communities, and arrest economic growth. State and local governments will not be able to make up the difference. With the federal government retreating from so many areas of state-local-federal partnership, states will have to cut services and raise taxes.

With education and children's health and nutrition programs suffering the sharpest federal budget cuts, it seems clear that it is more than a desire to cut the federal budget that motivates cuts of these magnitude. It is, instead, a rejection of that underlying commitment to opportunity that characterizes the post-World War II era until now.

Here is a sample opinion editorial (op-ed) for your use in getting the word out in your community about the impact of federal cuts in education. The arguments will be more compelling if you include data on the impact in your elementary, secondary, vocational, or postsecondary school, including numbers of students affected and programs curtailed or eliminated.

Sample News Release

For Immediate Release
September 11, 1995

Contact: Mary Frank
Phone: 111/555-1234

COALITION URGES SEN. Jones TO VOTE AGAINST EDUCATION CUTS

Students, School Board Members, Teachers, Parents Host Bake Sale To Fight Massive Funding Reduction

Biloxi, MS — September 11, 1995 — A broad-based coalition of school board members, teachers, parents and students is urging Sen. John Jones to vote against legislation that calls for massive federal spending cuts for public schools, students and universities.

The coalition is holding a bake sale on September 13, 1995 to highlight the devastating impact of the cuts. Mary Frank, PTA President said, "If we could sell each cookie for \$25,000 each, we would need to sell 180,000 cookies to reverse the loses for this year alone".

Congress is considering a funding bill that would cut federal spending on education by more than 17%. The education cuts would be among the most severe even though education spending only consumes less than two percent of the entire federal budget.

"This effort in Congress represents the most spectacular attack on school students in history," said Sam Smith, School Board President. "If these cuts become law, our students suffer tremendously. They will have fewer opportunities to succeed in the future and have few opportunities to attend college and our communities will be devastated by the loss of potentially skilled workers."

In Mississippi, public schools across the state would lose about \$xx million under this legislation. Biloxi Public Schools would lose more than \$xx per student. Already, schools are struggling to strengthen standards and improve graduation rates.

"This coalition will do whatever is necessary to prevent Sen. Jones and Congress from abandoning the long term educational needs of our children," she said.

The proposed cuts in education funding would hurt students and schools in specific ways:

- * federal contribution to local schools to offer reading and math tutoring for low achieving students will be cut by \$1.2 billion.

- * federal investment to keep schools free of drugs and violence reduced by almost \$300 million

- * federal support for schools with high enrollment of bilingual students cut by almost \$150 million

- * More than \$500 million in college loan funds for needy students would be cut.

"Americans believe that Congress should be spending more on education not less," the coalition said. "Sen. Jones has to understand that children in Mississippi schools will suffer if this legislation passes Congress. He cannot obscure the meaning of his vote by hiding behind a balanced budget. We all want a balanced budget, but we must do it without hurting our children."

The coalition includes the Mississippi PTA, etc.

The coalition will gather support from throughout the community, including business, and take initiatives aimed at blocking the funding cuts from going into effect and hurting children throughout Mississippi.

"Mississippians want the basics: we want our children to learn, to be prepared for the future and to be safe in school," Frank said. "The funding legislation under consideration in Congress runs against these needs and cannot be allowed to become law."

SAMPLE SCHOOL BOARD of Trustees RESOLUTION

SUPPORTING FEDERAL EDUCATION INVESTMENT

Whereas, local public schools are facing the likelihood of deep, far-reaching cuts in critical federal education programs and

Whereas, recent polls show that, while a large majority of Americans favor balancing the budget, almost 80% oppose cutting educational programs to reduce federal spending, and

Whereas, the federal budget needs to reflect the high value the American people place on education, and

Whereas, the federal investment in the education of our children and youth is critical to the future competitiveness of the American economy, the education needs of disadvantaged children and the opportunities of all Americans, and

Whereas, federal investments in education help to offset the costs services to special needs students, and

Whereas, severe cuts in education programming for school children across the country could put local districts and communities in the position either of raising local property taxes or cutting educational programs, and

Whereas, Congress recently enacted deep cuts in FY 1995 spending for education and is currently debating the most devastating cut in the history of federal education funding in the appropriations for FY 1996,

THEREFORE BE IT RESOLVED that _____ Board of Education supports a strong federal investment in education and urges the U.S. Congress and President Clinton to reject cuts in the federal education budget and make federal investment in the education of the American children a priority in this Congress.

Please send copies of your resolution to:

1. The President; The White House; Washington, DC 20500
2. The Honorable ____; U.S. Senate; Washington, DC 20510
3. The Honorable ____; U.S. House of Representatives, Washington, DC 20515
4. Your Local Media Outlets
5. Committee for Education Funding
505 Capitol Court, NE, Suite 200
Washington, DC 20002

APPENDIX C



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

July 25, 1995

The President
The White House
Washington, DC 20500

Dear Mr. President:

On September 11, I will be kicking off "America Goes Back to School: A Place for Families and the Community." The U.S. Department of Education and the Family Involvement Partnership for Learning are inviting Americans everywhere to reconnect with their local schools in support of school improvement efforts. I would very much appreciate your participation.

Our goal is to generate enthusiasm across the country for your education programs by emphasizing the importance of family and community involvement in learning. I so strongly believe in the value of this campaign, I have also extended this invitation to Mrs. Clinton, the Vice President and the Cabinet. Other leaders and successful people from a broad cross-section -- Pulitzer Prize winners, astronauts, doctors, lawyers, CEOs, members of Congress, governors, entertainers -- have been personally invited to participate.

I am asking folks to return to a school -- an alma mater, child's school or school in their community -- and participate in an activity that shows people how easy and rewarding it is to support children learning and help schools overcome problems. I understand you already are involved with a junior high school. I am sure they would welcome your visit and enthusiastically support your invitation to the community to become involved in improving our schools. This might also be an opportunity for you to talk about "Parent Pledge," or highlight a school signing on to be family friendly.

Our initial feedback regarding participation has been positive. It is my hope that you will be able to fit this event into your demanding schedule.

As always, I and my staff stand ready to support your efforts to move education to the forefront of the American agenda.

Yours sincerely,

A handwritten signature in black ink that reads "Dick Riley". The signature is stylized and includes a large, sweeping flourish at the end.

Richard W. Riley

Enclosure



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

July 25, 1995

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

Dear Mrs. Clinton,

On September 11, I will be kicking off "America Goes Back to School: A Place for Families and the Community." The U.S. Department of Education and the Family Involvement Partnership for Learning are inviting Americans everywhere to reconnect with their local schools in support of school improvement efforts. I would very much appreciate your participation.

Our goal is to generate enthusiasm across the country for the President's education programs by emphasizing the importance of family and community involvement in learning. Because you and the President are such strong advocates for quality education for all children, I believe your participation will ensure a national focus on this important issue.

I so strongly believe in the value of this campaign, I have also extended this invitation to the President, Vice President, Mrs. Gore and the Cabinet. Other leaders and successful people from a broad cross-section -- Pulitzer Prize winners, astronauts, doctors, lawyers, CEOs, members of Congress, governors, entertainers -- have been personally invited to participate.

I am asking folks to return to a school -- an alma mater, child's school or school in their community -- and participate in an activity that shows people how easy and rewarding it is to support children learning and help schools overcome problems. The location and type of school are secondary to the activity. What's important is demonstrating how simple and rewarding involvement can be. I encourage a brief press availability following the event to let the community know why you believe involvement in our schools is so important.

Our initial feedback regarding participation has been positive. It is my hope that you will be able to fit this event into your demanding schedule.

I believe "America Goes Back to School" drives home the President's message of citizenship, family and quality in education for every American child. I would appreciate your support of this endeavor to move education to the forefront of the American agenda.

Yours sincerely,

A handwritten signature in black ink that reads "Dick Riley".

Richard W. Riley

Enclosure



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

July 25, 1995

The Vice President
Office of the Vice President
Old Executive Office Building
Washington, DC 20501

Dear Mr. Vice President,

On September 11, I will be kicking off "America Goes Back to School: A Place for Families and the Community." The U.S. Department of Education and the Family Involvement Partnership for Learning are inviting Americans everywhere to reconnect with their local schools in support of school improvement efforts. I would very much appreciate your participation.

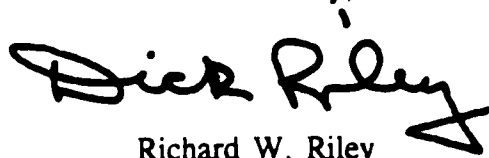
Our goal is to generate enthusiasm across the country for the President's education programs by emphasizing the importance of family and community involvement in learning at school and at home. Because you are such a strong advocate for family involvement, especially the involvement of fathers, I believe your participation will help ensure a national focus on this important issue.

I so strongly believe in the value of this campaign, I have also extended this invitation to the President, Mrs. Clinton, Mrs. Gore and the Cabinet. Other leaders and successful people from a broad cross-section -- Pulitzer Prize winners, astronauts, doctors, lawyers, CEOs, members of Congress, governors, entertainers -- have been personally invited to participate.

I am asking folks to return to a school -- an alma mater, child's school or school in their community -- and participate in an activity that shows people how easy and rewarding it is to support children learning and help schools overcome problems. I encourage a brief press availability following the event to drive home the message that improving our schools and learning starts at the local level and that parent and community support for education can result in benefits for the entire community and the nation as a whole.

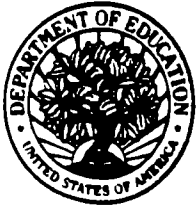
Our initial feedback regarding participation has been positive. It is my hope that you will be able to fit this event into your schedule, and would appreciate your support of this endeavor to move education to the forefront of the American agenda.

Yours sincerely,



Richard W. Riley

Enclosure



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

July 25, 1995

Mrs. Tipper Gore
Office of the Vice President
Old Executive Office Building
Washington, DC 20501

Dear Mrs. Gore:

On September 11, I will be kicking off "America Goes Back to School: A Place for Families and the Community." The U.S. Department of Education and the Family Involvement Partnership for Learning are inviting Americans everywhere to reconnect with their local schools in support of school improvement efforts. I would very much appreciate your participation.

Our goal is to generate enthusiasm across the country for the President's education programs by emphasizing the importance of family and community involvement in learning. Because you and the Vice President are such strong advocates for family involvement, I believe your participation will ensure a national focus on this important issue.

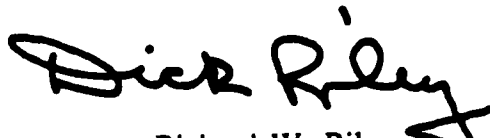
I so strongly believe in the value of this campaign, I have also extended this invitation to the President, Vice President, Mrs. Clinton and the Cabinet. Other leaders and successful people from a broad cross-section -- Pulitzer Prize winners, astronauts, doctors, lawyers, CEOs, members of Congress, governors, entertainers -- have been personally invited to participate.

I am asking folks to return to a school -- an alma mater, child's school or school in their community -- and participate in an activity that shows people how easy and rewarding it is to support children learning and help schools overcome problems. The location and type of school are secondary to the activity. What's important is demonstrating how simple and rewarding involvement can be. I encourage a brief press availability following the event to let the community know why you believe involvement in our schools is so important.

Our initial feedback regarding participation has been positive. It is my hope that you will be able to fit this event into your demanding schedule.

As a woman highly respected for the value she places on family and the role of parents in helping children make positive choices, I believe you can make a difference in fostering quality in education for every child by encouraging adults to become involved in education in a meaningful way at the grassroots level. I would appreciate your support of this endeavor to move education to the forefront of the American agenda.

Yours sincerely,


Richard W. Riley

Enclosure

APPENDIX D

HERE IS A LIST OF PEOPLE THAT HAVE RECEIVED INVITES:

EXTENDED CABINET LIST FROM THE WHITE HOUSE
EVERY CONGRESSMAN AND SENATOR
LOCAL ELECTED OFFICIALS
MISS AMERICA
PRESIDENT'S COMMITTEE ON THE ARTS AND HUMANITIES
NATIONAL ASSOCIATION OF MUSIC MERCHANTS
MICHAEL GREENE - NATIONAL ASSOCIATION OF RECORDING ARTISTS
KENNEDY CENTER
ACTORS EQUITY
OPRAH WINFREY
NATIONAL ZOO
UNIVERSAL PICTURES
AMERICAN ASSOCIATION OF MUSEUMS
HOLLYWOOD WOMEN'S POLITICAL COMMITTEE
BUSINESS AND PROFESSIONAL WOMEN'S ASSOCIATION
INTERNATIONAL UNION OF POLICE AFL-CIO
PRINCIPAL FOR A DAY
PRESIDENT'S COUNCIL ON PHYSICAL FITNESS
AMERICORPS
USDA - AG IN THE CLASSROOM
SMITHSONIAN INSTITUTION
DANCE USA
MUSIC EDUCATORS NATIONAL CONFERENCE
CHARLES OSGOOD
WYNTON MARSELLIS
BOB McGRATH & BIG BIRD
BARNEY
SMOKEY THE BEAR
AMERICAN INSTITUTE OF ARCHITECTS
OPERA AMERICA
AMERICAN SYMPHONY ORCHESTRA LEAGUE
CHARLIE GIBSON
JOAN LUNDEN
NICKELODEON
PRESIDENT AND BARBARA BUSH
PRESIDENT AND ROSALYN CARTER
JOANNE WOODWARD
RABBIT EARS PRODUCTIONS - DENZEL WASHINGTON, MERYL STREEP, DANNY
GLOVER, GLENN CLOSE, KELLY MCGILLIS TRACEY ULLMAN & AMY GRANT
(this letter is accompanied by a letter from the Executive Producer
of Rabbit Ears Productions - a PBS series)
NATIONAL PARK SERVICE
SHARI LEWIS
REVEREND JESSE JACKSON
FOREST SERVICE
NATIONAL ASSOCIATION OF ENGINEERS
SECRETARY OF THE NAVY
NATIONAL SCIENCE FOUNDATION
TOM HANKS
JIM LOVELL
DR. MAYA ANGELOU
BOYS II MEN
DR. BENJAMIN CARSON
DR. MARION WRIGHT EDELMAN
GEORGE FOREMAN
BRYANT GUMBEL
KATIE COURIC
SPIKE LEE
GENERAL COLIN POWELL

A LOT OF THESE GROUPS ALREADY HAVE PROGRAMS WITH SCHOOLS NATIONWIDE
AND WILL JOIN INTO OURS FOR BACK TO SCHOOL WEEK.

APPENDIX E

U.S. Department of Education
Satellite Town Meeting
“Back to School—New Partnerships with Parents, Communities and Schools”

August 29, 1995 8:30 p.m. Eastern Time

Broadcast on a special date, this program would emphasize the central theme in the Department’s “America Goes Back to School” strategy: the critical need for parents, businesses, and communities to rally around their schools -- now and throughout the entire school year. The program would include discussion of:

- Model parent and community involvement programs.
- Ways that businesses can support substantive improvements in schools.
- How schools can create welcoming environments for parents and community members.
- A preview of the Department’s “America Goes Back to School” activities.
- A special mini-documentary segment that asks “How good are our schools?” and, in Deputy Secretary Kunin’s words, “questions the assumption that American Education has flunked out.”

July 21, 1995

MEMORANDUM TO: THE SECRETARY DEPUTY SECRETARY KUNIN
 FRANK HOLLEMAN MICHELE CAVATAIO
 MARSHALL SMITH TERRY PETERSON
 KATHRYN KAHLER TOM PAYZANT
 SHARON ROBINSON REGAN BURKE
 LINDA ROBERTS ALAN GINSBURG
 MARGARITA COLMENARES

FROM: MARIO MORENO
 Assistant Secretary

 JOHN McGRATH
 Director, Community Services

SUBJECT: Proposal for the August 29th Satellite Town Meeting

At Deputy Secretary Kunin's suggestion, we are preparing a "Back to School" Town Meeting scheduled for August 29th. As many schools are still out of session on our regular third Tuesday of the month, we selected a special date and hope to make this particular program a "special" broadcast in terms of format and content.

THEMES: Every Town Meeting stresses the Secretary's basic messages of high standards for all students, the need for a comprehensive approach to education reform, community partnerships, and parental involvement. We propose that the "Back to School" program will discuss these themes in a more direct manner -- specifically focusing on extraordinary examples of comprehensive reform where the entire school and community are working together to improve all parts of the system simultaneously. In this way, our first Town Meeting of the season will sound the key themes that will resonate in the programs throughout the year.

In coordination with the Department's "America Goes Back to School" strategy, scheduled for kick-off on September 11th, "Improving the basics and core academics," and "Raising standards of achievement and discipline."

AMERICAN EDUCATION IS BETTER THAN WE THINK: The August Town Meeting "special" program also presents an opportunity to explore a message on which Deputy Secretary

Kunin has lately been focusing, i.e., challenging the notion that American education is in decline. Using statistics from her recent speech to the Education Press Association and the Rand study of student achievement, we could construct a powerful -- and not overtly political -- argument that our schools are on the right track and we must avoid detours at all costs.

We propose opening the Town Meeting with a 10-12 minute mini-documentary featuring some of the success story statistics. Perhaps narrated by Governor Kunin herself, the piece would capture the “good news” statistics through graphics, interviews with researchers such as Rand scholar David Grissmer and others. We would use this piece, in Governor Kunin’s words, to “question the assumption that American Education has flunked out.” Our hope is that this piece could also be used as a stand alone video outside of the Town Meeting.

THE DISCUSSION: With this theme established, the main discussion would feature schools or programs that have succeeded against many odds. Our goal would be to look at schools that have succeeded in a systemic way and can show measurable results in improved student achievement.

This would be an opportunity to feature some of the well known success stories, such as Accelerated Schools, the Coalition for Essential Schools, or Success for All schools. We might invite a principal, a teacher, a community person, and a parent to talk about how these programs changed their *entire* school -- and to some degree the supporting community -- and to explain their successes and the challenges they have faced. With your advice, we might consider inviting Robert Slavin, James Comer or Henry Levin themselves.

Because these programs embody many of the key themes of our upcoming “America Goes Back to School,” there would be a chance for Secretary Riley and Governor Kunin to preview that initiative before its formal kickoff in September.

INVOLVING STUDENTS: Linda Roberts has recommended that this Town Meeting might be the perfect opportunity to involve students in a meaningful way. We might consider a studio audience segment of selected students from the D.C. area talking about their positive experiences in schools, or we might consider a panel of outstanding students from across the country who are involved in some substantive way in local school reform efforts. Of course, to involve students effectively requires knowing exactly what we want them to say and selecting just the right students. We would appreciate your advice on this issue.

CONCLUSION: We welcome your ideas and advice on the basic concepts as well as particular guests. In your travels across the country surely you have seen schools and programs that stand out as shining success stories and this would be the opportunity to feature those special places.

With the on-going discussion regarding partnerships and funding, it is still not clear where the August Town Meeting will take place and who will sponsor it. There may have to be changes in the overall program depending on unforeseeable circumstances.

With your advice and approval we will continue with the program as planned.

APPROVE _____ **DISAPPROVE** _____ **APPROVE WITH CHANGES** _____

- cc: Patrick Steel
- Mikel Morton
- Fritz Edelstein
- Michael Gordon
- Michelle Doyle
- Adriana de Kanter

APPENDIX F



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

SCHEDULING REQUEST FOR PRESIDENT CLINTON

TO: Billy Webster
Director of Scheduling and Advance

FROM: Kris Balderston
Cabinet Affairs

REQUEST: Participate in the Department of Education's back to school effort, "AMERICA GOES BACK TO SCHOOL: A PLACE FOR FAMILIES AND THE COMMUNITY," by visiting Kramer Junior High School to demonstrate specific impact of pending budget cuts currently under debate on Capitol Hill.

PURPOSE: Use as a vehicle to focus attention on the Republican assault on the future of American Education.

Message: The American public has told us what is important to them and has shown us they are willing to roll their sleeves up and get involved in improving their local schools. Families and communities cannot do this alone - they need government support. Right now the budget cuts proposed by Congress would eliminate the funds that make programs like these possible.
(attachment 1 - tying the budget cuts to the Department's Back to School theme)
(attachment 2 - programs that will be eliminated).

BACKGROUND: The following list is what Americans identified for the Department of Education as the most important elements in their children's education:

- * Improving the basics and core academics;
- * Creating safe and drug free schools;
- * Making college more accessible;
- * Getting technology and computers into the classroom as fast as possible;
- * Raising standards of achievement and discipline;

* Connecting schools and families with community resources and school-to-work opportunities.

The proposed budget cuts would eliminate funding for the very programs that the American public has identified as the most important elements in education.

On September 11th, Secretary Riley is encouraging all Americans to support family and community involvement in learning. He is inviting leaders, role models, celebrities, parents, grandparents, religious leaders, the Congress and the Cabinet (attachment 3, partial list) to go Back to school to demonstrate how simple, yet important, it is to be involved in improving our schools and making them safe places of learning. This will be the first step in an effort to involve adults in schools year-round.

The Family Involvement Partnership for Learning, a coalition of more than 140 family, community, religious and education organizations dedicated to improving children's learning through the development of family-school-community partnerships (attachment 4), is sponsoring "America Goes Back to School" in conjunction with the US Department of Education.

PREVIOUS PARTICIPATION:

NA

DATE AND TIME:

Monday, September 11, 1995
Preferably between 10:00 am and noon.

BRIEFING TIME:

None

DURATION:

1 hour total:
- 30 minute roundtable discussion
- 10 minute statement
- 15 minute Press Q & A

LOCATION:

Kramer Junior High School
17th & Q Streets, SE
Washington, DC 20020
(202) 767-7080

PARTICIPANTS: The President
The School Principal
Kramer Junior High students
United States Secret Service
The Community Coalition

OUTLINE OF EVENTS:

- Participate in roundtable discussion with the Community Coalition re: Importance of community support of education and safe and drug free schools.
- Accept Safe and Drug Free Compact designed by a Community Coalition made up of:
 - * United State Secret Service
 - * Business Leaders
 - * Community Leaders
 - * Parents
 - * Teachers
 - * Students
- Make a statement with coalition members highlighting the effects of the pending budget cuts on students, schools, families and communities.
- Q & A from press re: Budget cuts and Administration's education agenda - esp. Back to School.

REMARKS REQUIRED: 10 minutes. If desired, the Secretary's office will prepare.

MEDIA COVERAGE: Full coverage by electronic and print media.

FIRST LADY'S PARTICIPATION: NA - She will be out of the country.

VICE PRESIDENTS PARTICIPATION: A separate request is being made.

SECOND LADY'S PARTICIPATION: A separate request is being made.

RECOMMENDED BY: Secretary Richard Riley

CONTACT: Frank Holleman
Chief of Staff
U S Department of Education
(202) 401-3011

ORIGIN OF THIS PROPOSAL: The U.S. Department of Education

Attachment 1

Our back to school theme is around getting families and communities back to school to help support student learning. It makes sense, as a natural element of this effort, that responsible leaders and the President should also raise the impact of the budget cuts in terms of undercutting community/family efforts to improve their schools.

So, as a result, I think the President's message would have two parts that tie together his recent theme of encouraging and valuing community/religion/families and his second theme which is that now -- while we are asking everybody to do their part to help our children/families in education -- is the worst possible time to be cutting education and denying financial aid to help deserving students go to college.

This combination of the two themes mirrors exactly, in concrete terms, the President's message of increasing responsibility and opportunity. So the President could initiate the responsibility discussion by highlighting the connection between family/community involvement and strong schools and then explain the impact the education budget cuts undermining community/neighborhood improvement efforts, thereby reducing or destroying opportunity.

Also, for your information, some of the K-12 and higher education groups will be sponsoring special activities during the time period of back to school focused on specific budget cuts so this combination message will be reinforced by activities of many others throughout the country.

ATTACHMENT 2

**UNITED STATES
DEPARTMENT OF EDUCATION**



NEWS

FOR IMMEDIATE RELEASE
July 12, 1995

Contact: Kerri Morgan (202) 401-3026
Rodger Murphey (202) 401-0774

**STATEMENT BY U.S. SECRETARY OF EDUCATION RICHARD W. RILEY
regarding last night's action by House Appropriations Subcommittee
on Labor, HHS, and Education**

The education cuts made by the Republicans on the Labor, HHS, and Education Subcommittee constitute an assault on education in America. Unless things change soon, the 104th Congress will be remembered as the anti-education Congress.

By choosing this course and insisting that every Republican toe the line, the Republican leadership is placing the House in opposition to the previously bipartisan efforts across America to improve basic skills, raise standards, make our schools safe and drug-free, improve teacher training, and help our young people go to college or make the transition from school to work.

Surely that is not what the American people want. They recognize it is vital to invest in education. They know that education is the key to a successful future for their families and their country. They do not support efforts to close the budget deficit by widening the education deficit.

By trying to kill Goals 2000, the subcommittee is essentially walking away from the National Education Goals and blowing up the bipartisan consensus that produced them.

Virtually every state is participating in Goals 2000, which provides flexible federal support for community efforts to raise standards of achievement, discipline, and teaching.

The subcommittee's vote to cut more than a billion dollars from the redesigned Title I strikes a terrible blow at the efforts to have all students, including disadvantaged students, learn to challenging academic standards. The subcommittee's action would have the effect of terminating from Title I more than a million students, students who need help the most in learning to read and write to high standards.

By gutting the money for safe and drug-free schools program, the subcommittee would undermine the efforts of parents, students, educators, and law enforcement officials to make sure our schools are safe havens for learning. By cutting more than half the funds to help limited English-speaking children, the subcommittee would limit opportunities for many students. And the subcommittee acted in an especially mean-spirited way by making significant cuts in services to students with disabilities.

All told, the subcommittee cut almost \$4 billion from education. In that way, they taught our students a cynical lesson in Republican arithmetic: subtract funds for education to provide tax cuts for the wealthy.

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FISCAL YEAR 1996 DEPARTMENT OF EDUCATION BUDGET

Impact of House Appropriations Subcommittee Proposal

Overall Department Budget: The House Appropriations Subcommittee would reduce 1996 total discretionary funding for Department of Education programs by \$3.9 billion or 16 percent — from a 1995 post-rescission level of \$24.5 billion to \$20.6 billion in 1996. The Subcommittee bill is nothing less than a down payment on the elimination of effective Federal support for education. It is an attack on programs that will improve academic achievement, create safer school environments, improve the quality of our teachers, promote parental involvement, and provide innovative technology in our classrooms.

Goals 2000: The House would eliminate all Goals 2000 funding — a cut of \$372 million from 1995 and \$750 million less than the President's proposal for 1996 — severely undermining State and local efforts to reform elementary and secondary education and achieve the National Education Goals. This would terminate funding just at the point when communities and States have completed their planning and begun to implement comprehensive reforms based on their own high academic standards. An estimated 10,000 schools would be cut off from funding designed to help them better use their resources to improve teaching and learning. The House would also eliminate funding for the new Parental Assistance Centers — approximately 40 new centers whose mission will be to strengthen the involvement of parents in the education of their children. These Centers are due to receive their first year of planned four-year awards this summer.

Title I Grants for Disadvantaged Students: The House would slash support for helping poor children reach the same challenging academic standards as other students by over \$1.1 billion or 17 percent. This cut would deny assistance to more than 1.1 million educationally disadvantaged students. In addition, this cut includes a \$113 million or 17 percent reduction in Concentration Grants from 1995, and a 100 percent reduction in Targeted Grants from the President's 1996 budget request. While the President has requested increased funding and greater targeting of those funds towards communities with the highest concentrations of poor children, the House maintains the status quo.

Safe and Drug-Free Schools: The House would cut Federal support for drug-free schools and communities programs by \$266 million, or nearly 60 percent, sharply reducing drug abuse and violence prevention activities currently serving about 39 million students in 94 percent of the Nation's school districts.

School-to-Work Opportunities: The House would cut funds to States ready to implement school-to-work systems by \$20.6 million or 16 percent from the 1995 level, and by \$105 million or more than half from the President's 1996 budget for these ongoing activities. These systems are already starting to help smooth the transition for youth from schools to rewarding careers and further education and training. Under the President's budget, with combined funds from ED and DoL, 28 States would be entering their second or third years of 5-year Federal commitments, and 15 additional States would begin their 5-year grants.

Eisenhower Professional Development State Grants: The House would end over \$250 million in Federal support for State and local efforts to prepare educators to teach to high standards in the core academic subjects. States would lose an average of \$4.8 million.

Bilingual and Immigrant Education: The House would cut Federal support for the education of limited English proficient and immigrant students by more than \$100 million or 50 percent from the 1995 level, and \$197 million or 66 percent from the President's 1996 budget. This is a clear attempt to eventually eliminate this program — as called for in the House Budget Resolution passed earlier this year. This will cut services to almost 240,000 children, and eliminate support for bilingual teacher training and research.

Special Education: The House would reduce by \$175 million or 69 percent competitively funded research, technical assistance, and training activities designed to improve education for children with disabilities. Some 200 projects that currently provide information to schools and others to improve services would be terminated, and 60 centers that provide training and information to 200,000 parents across the country would be closed down. The House also would eliminate over 600 grants to higher education institutions that are training over 13,000 new special education teachers and other personnel who work with children with disabilities.

Vocational Education: The House would cut Basic State Grant funding by \$273 million or 28 percent, denying assistance needed by communities and States to prepare youth and adults to pursue productive careers in a changing economy.

Adult Education: The House would consolidate most Adult Education funding under the Basic State Grant — as proposed by the Administration — but would reduce overall funding by \$25 million or 9 percent, eliminating services to 125,000 adults.

Direct Student Loan Administration: The House would make an arbitrary, \$230 million cut, making it difficult to implement the Direct Student Loan program — which simplifies loan administration for colleges, eliminates unnecessary subsidies to an array of banks and middlemen organizations, and provides loans to millions of students with more flexible repayment terms.

Federal Pell Grants: The House would raise the Pell Grant maximum award by \$100 to \$2,440, but also raise the minimum grant to \$600, with a net impact of eliminating awards for over 175,000 low-income postsecondary students.

Federal Perkins Loans: The House would terminate new Perkins Loan Federal Capital Contributions — a \$158 million reduction that would eliminate loans to approximately 150,000 needy college students.

State Student Incentive Grants: The House abruptly eliminates this \$63 million State-matched, need-based postsecondary grant program, denying awards to 212,000 needy college students.

Byrd Honors Scholarships: The House would terminate this program, denying \$1,500 merit-based scholarships to over 19,400 students.

Educational Technology: The House would eliminate \$32 million in support for Star Schools distance education programs and for Ready to Learn television programming designed to enhance the development of young children and help prepare them for school. Since its inception in 1988, the Star Schools program has served more than 10,000 schools in 48 States, the District of Columbia, Puerto Rico, and the Virgin Islands. More than 200,000 students and 30,000 teachers have participated in instruction and staff development that otherwise would have been unavailable to them. The Ready to Learn program will increase the quality programming available to young children through public television.

Department Discretionary Programs: The House would implement a new overall policy of eliminating or consolidating discretionary grant programs that support research, demonstration, training, technical assistance, and evaluation activities that help States, communities, and higher education institutions improve education at all levels. The bill would eliminate \$300 million to \$400 million for such activities, while providing merely a small \$20 million increase in Education Research that might be used for similar projects. This new approach essentially ends one of the oldest, most efficient, and cost-effective Federal roles in education: supporting State and local development and dissemination of effective educational practices throughout the Nation.

REPUBLICAN BUDGET PROPOSALS WOULD CUT STUDENT LOAN SPENDING BY A THIRD

Over the next 7 years, the Republican Congress proposes to slash \$10 billion out of the \$30 billion budget for student loans. While specific cuts are not addressed, we can be sure that little or none of these savings will come from reduced payments to banks and other middlemen in the guaranteed loan program. The only other way to achieve these savings is to cut benefits to students. This approach could:

- Increase costs for 5 million undergraduates.

Costs could increase by \$1,426 for a traditional student borrowing \$17,125 in subsidized loans – the maximum allowable over four years. Of this increase, \$706 would result from the elimination of the 6-month grace period, \$170 from the imposition of a 1 percent increase in origination fees, and \$549 from the elimination of the student interest rate reduction now scheduled for July 1998.

Older students—those not supported by their parents—can borrow a maximum of \$35,125 over four years. For these students, costs would increase by \$2,627: \$706 because of the elimination of the grace period, \$351 due to the increase in origination fees, and \$1,570 as a result of the foregone interest rate reduction.

- Increase costs for 725,000 graduate and professional students.

A graduate student borrowing the four-year maximum of \$34,000 in subsidized loans would pay an additional \$9,424: \$5,715 due to the elimination of the in-school interest subsidy, \$1,401 related to the loss of the grace period, and \$340 as a result of the increased origination fees. The elimination of the scheduled interest rate reduction would increase costs by \$1,968.

REPUBLICANS CHANGE THE RULES TO SAFEGUARD SPECIAL INTERESTS

- In an effort to protect middlemen in the guaranteed student loan program, Congress has changed the way Direct Student Loan costs are calculated to make the more efficient, less costly Direct Loan program look more expensive than the old, complex guaranteed loan program.
- They did not create a level playing field.
- This arbitrary rule change—which affects Congressional (CBO) scoring but does not alter the law—applies only to Direct Student Loans, not all Federal loans.
- The only reason they did this is to keep unnecessary payments flowing to banks, Sallie Mae, and other intermediaries instead of lowering costs for low- and middle-income students.

July 7, 1995

Attachment 3

INVITED TO PARTICIPATE

Partial List

The Cabinet
Congress
Governors
Mayors
State and local elected officials
Executive Directors and members from 85 Education Associations
Family Involvement Partners
CEO's
Miss America
President's Council on the Arts and Humanities
Kennedy Center/ Leonard Slatkin
Actor's Equity Association
Larry King Live Show
Oprah Winfrey
The National Zoo
Universal Studios
American Association of Museums
Business and Professional Womens Association
Hollywood Womens Political Committee
International Union of Police
President's Council on Physical Fitness
AMERICORPS
The Forest Service, Smokey the Bear & Woodsy Owl
The Smithsonian
Dance USA
Music Educators National Convention
Charles Osgood
Wynton Marsellis
Bob McGrath & Big Bird
American Institute of Architects
Opera America
American Symphony Orchestra League
Charlie Gibson
Joan Lunden
NICKELODEON
President George Bush and Barbara Bush
President Jimmy Carter and Rosalyn Carter

Rabbit Ears Production
Department of Interior - National Parks
American Bar Association
Shari Lewis
Reverend Jesse Jackson - Citizen Education Fund
Good Morning America
The Today Show
CBS This Morning
American Library Association
NASA
Astronauts
Department of Defense - All branches
Scott O'Grady
American Association of Retired People
Barney
Children's Action Network - Kate Capshaw
Education First
Nobel Laureates
Black Entertainment Television
The Urban League
The National Science Foundation
Association of Science and Technology Companies
Society of Women Engineers
American Institute of Aeronautics and Astronautics
MARS Corporation
MATTEL Corporation
Reading is Fundamental
National Football League
Fluor Corporation
American Institute of Chemical Engineers
Joanne Woodward
Paul Newman
Bill Pullman
Bill Cosby
The American Music Association
White House Staff

FAMILY INVOLVEMENT PARTNERSHIP FOR LEARNING

*Academy for Educational Development***AFL-CIO***African Methodist Episcopal Church***Agudath Israel of America*****American Alliance of Physical and Health Education, Recreation and Dance*****American Association for Higher Education*****American Association of Colleges for Teacher Education*****American Association of School Administrators*****American Council for the Arts*****American Federation of Teachers*****American Gas Association*****American Youth Policy Forum*****ASPIRA*****Assemblies of God*****Association for Supervision and Curriculum Development*****Association of Christian Schools International*****B'nai B'rith International*****The Betty Phillips Center for Parenthood Education*****Boys and Girls Club of America*****The Buddy System Project*****The Business Roundtable*****Center for Law and Education*****Center for the Improvement of Child Caring*****Center for the Study of Parent Involvement*****Center on Families, Communities, Schools and Children's Learning*****Children's Aid Society*****Christian Brothers Conference*****Church of God in Christ*****Church of Jesus Christ of Latter Day Saints*****Cities in Schools*****College Board*****Committee for Economic Development*****Corporation for Education Technology*****Council for American Private Education*****Council for Educational Development and Research*****Council for Exceptional Children*****Council for Religion in Independent Schools*****Council of Bishops of the United Methodist Church*****Council of Chief State School Officers*****Council of Churches of Greater Washington*****Council of Jewish Federations*****Council of Spouses of Bishops of the United Methodist Church*****Council of the Great City Schools*****Education Publishing Group*****ERIC Clearinghouse on Urban Education*****Evangelical Lutheran Church in America*****Families and Work Institute*****Family Impact Seminars*****Family Resource Coalition*****Family Service America*****Fort Hood, Texas*****General Conference of the Seventh Day Adventist Church*****General Federation of Women's Clubs*****Girl Scouts of America*****Grandparents Network, AARP*****Greek Orthodox Archdiocese of North and South America*****HIPPY USA*****Hispanic Policy Development Project*****Home and School Institute*****Howard University, School of Education*****Institute for Educational Leadership*****Institute for Responsive Education*****International Reading Association*****Lancaster Area Council of Mennonite Schools*****Lutheran Church--Missouri Synod*****Mexican American Legal Defense and Education Fund*****Muslim Public Affairs Council*****National Alliance of Business*****National Assembly of National Voluntary Health and Social Welfare Organizations*****National Association for Bilingual Education*****National Association for the Education of Young Children*****National Association of Elementary School Principals*****National Association of Evangelicals*****National Association of Independent Schools*****National Association of Partners in Education*****National Association of School Psychologists*****National Association of Secondary School Principals*****National Association of Social Workers*****National Association of State Directors of Vocational and Technical Education*****National Association of State Boards of Education*****National Baptist Convention, USA, Inc.*****National Black Child Development Institute*****National Catholic Educational Association*****National Center for Family Literacy*****National Church of God*****National Coalition of Title I/Chapter 1 Parents*****National Community Education Association*****National Conference*****National Council of Churches of Christ, Commission on Family Ministries** ***National Council of Jewish Women*****National Council of La Raza*****National Dropout Prevention Center*****National Education Association*****National Education Goals Panel*****National Head Start Association*****National Information Center for Children and Youth with Disabilities*****National Institute for Literacy*****National Middle Schools Association*****National Parent Network on Disabilities*****National PTA*****National Retired Teachers Association (AARP)*****National School Boards Association*****National School Supply and Equipment Association*****National Small Business United*****National Urban League*****Optimists International*****Organizations Concerned About Rural Education*****Organizations of Chinese Americans*****Parent Institute*****Parents as Teachers National Center Inc.*****Parents for Public Schools*****Parents, Inc.*****Partnership for Learning*****Presbyterian Church (USA)*****Progressive National Baptist Convention, Inc.*****Project Parents*****Quality Education for Minorities Network*****Rabbinical Assembly*****RMC Research*****Scholastic Inc.*****School Improvement Council Assistance Project*****Shiloh Baptist Church*****Solomon Schechter Day School Association*****Southern Baptist Convention, Christian Life Commission*****U.S. Chamber of Commerce*****U.S. Department of Education*****Union of American Hebrew Congregations*****Union of Orthodox Jewish Congregations of America*****United Church of Christ--Board for Homeland Ministries*****United States Catholic Conference*****United Synagogue of Conservative Judaism*****United Way of America*****Washington Parent Group Fund*****Webster's International, Inc.*****YMCA of USA*****Youth Guidance of Chicago***

ATTACHMENT

7

APPENDIX G

AMERICA GOES BACK TO SCHOOL**BY THE PRESIDENT OF THE UNITED STATES
A PROCLAMATION**

People across America are taking a long, hard look at our schools and discovering some very positive things. They are also realizing that if America is to move forward and maintain its place as a world leader -- if schools are to help every child reach his/her full potential and ensure that every child becomes a well-rounded, good citizen -- more individuals need to become involved. Schools can't do it alone. Schools need partners they can count on.

The American public wants the best for their children including:

- ★ Improving the basics and core academics;
- ★ Creating safe and drug free school environments;
- ★ Making college more affordable;
- ★ Getting technology and computers into the classroom as fast as possible;
- ★ Raising standards of achievement and discipline; and
- ★ Connecting schools and families and linking them with community resources and school-to-work opportunities, such as museums, libraries, scientific labs, and community organizations.

Studies show that a family's and community's support for education produces results. *America Goes Back to School: A Place for Families and the Community* is designed to foster grassroots support for schools by inviting individuals -- parents, grandparents, community leaders, professionals, people skilled in vocational trades, members of the arts community, religious leaders...all Americans -- to rally around their local schools and make a commitment to support education improvement throughout the year. It encourages everyone to make a commitment to help solve the problems facing local schools, and help prepare all children to meet the challenges of the 21st century.

The Family Involvement Partnership for Learning is sponsoring *America Goes Back to School* to enable communities to be more involved in schools to improve education for all children. The Partnership is a coalition of more than 140 family, community, religious, and education organizations, including the U.S. Department of Education, dedicated to supporting family involvement in children's learning through family-school-community partnerships. It also enjoys support from many family-friendly businesses.

Now, therefore, I, WILLIAM J. CLINTON, President of the United States of America, do hereby proclaim September 11 through September 15, 1995 as "America Goes Back to School" week. I invite the States, communities, and the people of the United States to observe this week with appropriate ceremonies and activities expressing support for all schools, their students, and their families and to continue their active involvement on behalf of America's children throughout the year.

AMERICA GOES BACK TO SCHOOL
A PLACE FOR FAMILIES AND THE COMMUNITY
An Invitation to Support Family and Community Involvement in Learning

America Goes Back to School: A Place for Families and the Community is designed to foster grassroots support for schools by inviting individuals -- parents, grandparents, community leaders, professionals, people skilled in vocational trades, members of the arts community, religious leaders...all Americans -- to rally around their local schools and make a commitment to support education improvement throughout the year.

People across America are taking a long, hard look at our schools and discovering some very positive things. They are also realizing that if America is to move forward and maintain its place as a world leader -- if schools are to help every child reach his/her full potential and ensure that every child becomes a well-rounded, good citizen -- more individuals need to become involved. Schools can't do it alone. Schools need partners they can count on.

The American public wants the best for their children including:

- ★ Improving the basics and core academics;
- ★ Creating safe and drug free school environments;
- ★ Making college more accessible;
- ★ Getting technology and computers into the classroom as fast as possible;
- ★ Raising standards of achievement and discipline;
- ★ Connecting schools and families and linking them with community resources and school-to-work opportunities (e.g. libraries, museums, cultural institutions, scientific labs, community centers, civic groups).

The Family Involvement Partnership for Learning is sponsoring *America Goes Back to School* and invites you to get involved in your community to improve education. The Partnership is a coalition of more than 140 family, community, religious, and education organizations, including the U.S. Department of Education, dedicated to supporting family involvement in children's learning through family-school-community partnerships. It also enjoys support from many family-friendly businesses.

Studies show that a family's and a community's support for education produces results. *America Goes Back to School* encourages everyone to make a commitment to help solve the problems facing local schools, and help prepare all children to meet the challenges of the 21st century. Involvement can be simple and fun and it can take place in a variety of educational settings. Whatever you choose to do, it's YOUR partnership with schools that makes a difference! Call your school to get involved.

For a resource guide with suggested school involvement activities, information about the Partnership, or family and community involvement print and video materials, call the U.S. Department of Education at 1-800-USA-LEARN today.

Come on, AMERICA...let's go BACK TO SCHOOL!

-- See reverse for ideas for your participation --