

Recent Publications

- *Violence and the American Family*, 1994
- *America's Fathers and Public Policy*, 1994
- *Protecting and Improving Quality of Care for Children Under Health Care Reform*, 1994 (with the Board on Health Promotion and Disease Prevention of the IOM)
- *Benefits and Systems of Care for Maternal and Child Health*, 1994 (with the Board on Health Promotion and Disease Prevention of the IOM)
- *Cultural Diversity and Early Education*, 1994
- *The Impact of War on Child Health in the Countries of the Former Yugoslavia*, 1994 (with the IOM and the Office of International Affairs of the NRC)
- *New Findings on Children, Families, and Economic Self-Sufficiency*, 1995
- *Child Care for Low-Income Children: Summary of Two Workshops*, 1995
- *Integrating National Statistics on Children*, 1995 (with the Committee on National Statistics of the NRC)
- "Immigrant Children and Their Families: Issues for Research and Policy," in *The Future of Children* (summer 1995)

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- March of Dimes Birth Defects Foundation
- National Foundation for Public Health Policy
- David and Lucile Packard Foundation
- Spencer Foundation

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BOARD ON CHILDREN AND FAMILIES

National Research Council
Institute of Medicine

BOARD ON CHILDREN AND FAMILIES

The Board on Children and Families was created in 1993 to provide a national focal point for authoritative, nonpartisan analysis of child and family issues relevant to policy decisions. Established under the joint aegis of the National Research Council (NRC) and the Institute of Medicine (IOM), the board is uniquely positioned to bring the collective knowledge and analytic tools of the behavioral, social, and health sciences to bear on the development of policies and programs for children and families. It does so primarily by synthesizing, analyzing, and evaluating relevant scientific research that relates to critical national issues.

Significant scientific advances in areas ranging from brain development to educational uses of the media have expanded our capacity to deploy public and private resources to enhance children's lives. At the same time, many children are growing up under conditions of precariousness that arise from family and community violence, infectious disease, family disruption, economic instability, and other sources. In addition, immigration and differential birth rates are fueling an unprecedented degree of cultural and linguistic diversity among children and youth. The resulting pressures on available resources and social institutions are profound.

In this context, it is critical that choices about where and how to invest public resources be informed by the full array of scientific expertise regarding the health and development of children and families. The members of the Board on Children and Families bring a breadth and depth of expertise necessary for studies of today's child and family policy issues, including child and adolescent development, pediatrics, sociology, the law, public health, public policy, nursing, and economics; members who serve on a city council, direct a local health department, and work in the media add unique perspectives to the board.

Chaired by Harvard psychologist Sheldon White, the board oversees a broad range of work, including convening functions that foster the exchange of ideas among individuals with mutual interests, large-scale studies through which interdisciplinary committees are appointed to synthesize research and make recommendations on

issues of national importance, and shorter-term projects such as workshops that examine time-sensitive issues. The work is conducted by committees with expertise pertinent to the specific issues under consideration. The board is also charged with enhancing the dissemination of information from projects within the National Research Council and Institute of Medicine, and with facilitating efforts to bring scientifically based knowledge to bear on policy and practice at the national, state, and local levels.

The parent organization of the Board on Children and Families—the National Academy of Sciences—was created by federal charter in 1863 to advise the government on scientific and technical matters. In its many years of operation, the Academy, the Institute of Medicine, and the Academy's operating arm—the National Research Council—have earned an unparalleled reputation for scientific competence and independence in the analysis of complex and controversial issues affecting the nation.

Current Activities

The Board on Children and Families has identified four priority areas to emphasize in its work. Among activities currently under way in those four areas are:

Children in Precarious Family Circumstances

- The Committee on the Assessment of *Family Violence Interventions* is working to provide a state-of-the-art assessment of what we now know, and what we need to learn, about the essential features of successful interventions in the area of family violence.

The Social Implications of the Growing Diversity of the Childhood Population

- The Committee to Develop a Research Agenda for the *Education of Limited English Proficient and Bilingual Students* is establishing priorities for scientific work that will inform pressing issues that face the growing population of non-English-speaking students in our schools.

- The board is exploring research and policy issues related to today's discussions about immigration, with a special focus on the health and mental health of *immigrant*

children and families.

The Science Base for Childhood Interventions

- The Roundtable on *Head Start Research* provides a neutral forum for discussion of researchable questions and models for conducting research that can significantly advance the quality of Head Start.

- *Welfare and children's development* provide the focus for research briefings aimed at bringing to light new findings regarding children's development in the context of initiatives aimed at promoting families' economic self-sufficiency; the National Institute of Child Health and Human Development's Family and Child Well-Being Research Network collaborates on this activity.

- *Child care research* and its articulation with current policy and practice are the topics of a series of workshops aimed at synthesizing the science base, examining the current child care delivery system, and discussing the next generation of research in this area.

- *Federal statistics on children* are the focus of an ongoing inquiry, in collaboration with the NRC Committee on National Statistics, aimed at examining the adequacy with which available data inform efforts to design, implement, and evaluate policies for children and families.

The Quality of Children's Health Care

- The protection of *maternal and child health* in a changing health care system is the topic of joint inquiry by the Board on Children and Families and the IOM Board on Health Promotion and Disease Prevention.

For further information, please write:

Board on Children and Families
National Research Council
2101 Constitution Avenue NW
Harris 156
Washington, DC 20418

You can also reach the board by phone (202-334-1935) or fax (202-334-3829); please direct e-mail inquiries about the board to Anne Bridgman, communications officer, at ABRIDGMA@NAS.EDU.

**Members of the NGA Action Team
on School Readiness:**

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For a copy of the full report of the Action
Team on School Readiness, *Every Child
Ready for School*, send a check for \$16.95
payable to the
National Governors' Association to:

NGA Publications
P. O. Box 421
Annapolis Junction, MD 20701

National Governors' Association
444 North Capitol Street
Suite 267
Washington, D.C. 20001
(202) 624-5336



Benchmarks for Educational Success

Action Team on School Readiness

■ **Goal One:**

By the Year 2000, All Children
in America Will Start School
Ready to Learn.

Objective 1

All disadvantaged and disabled children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.

Benchmarks

- **Percentage of all children between the ages of zero and five participating in public and private preschool and public and private child care programs.**
Potential Data Resource: Mathematica Policy Research, Inc., Ellen Kisker, (609) 275-2379.
- **Percentage of children participating in programs that are accredited by the National Association for the Education of Young Children (NAEYC) or the National Association of Family Day Care (NAFDC), or that meet comparable state standards, and/or participating in programs where the majority of staff possess Child Development Associate credentials.**
Potential Data Resource: Mathematica Policy Research, Inc., Ellen Kisker, (609) 275-2379.
- **Percentage of eligible children enrolled in Head Start and public preschool programs.**
Potential Data Resources: Department of Health and Human Services, Head Start Bureau, Doug Klatohn, (202) 205-8572, or National Center for Education Statistics, Jerry West, (202) 219-1574.
- **Percentage of eligible children who are participating in free or subsidized child care programs.**
Potential Data Resource: Mathematica Policy Research, Inc., Ellen Kisker, (609) 275-2379.
- **Percentage of eligible children between the ages of zero and five with special needs who are being served under P.L. 99-457, the Individuals with Disabilities Education Act (IDEA).**
Potential Data Resource: National Center for Health Statistics, Public Information, (301) 436-8500.

Program resources for objective one:

- Ohio: Head Start initiative; contact: Chris Stoneburner, (614) 644-0791.
- New Mexico: Child care initiative; contact: Caroline Gaston, (505) 827-3000.

The Readiness Benchmarks

The following benchmarks, grouped by each of the goal one objectives, define the outcomes or services that directly contribute to readiness and establish a standard against which progress can be measured.

Objective 2

Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.

Benchmarks

- **Percentage of communities with family support and education services such as Parents as Teachers, family resource centers, or the Home Instruction Program for Preschool Youngsters.**
Potential Data Resource: State Departments of Education or Departments of Human Resources.
- **Percentage of school-age parents (below age twenty) who are receiving comprehensive services (i.e., child care, parenting education, counseling, health services, and social services).**
Potential Data Resource: State Departments of Education or Departments of Human Resources.
- **Percentage of children between the ages of zero and five who experience consecutive or multiple out-of-home placements such as placements in foster care.**
Potential Data Resource: State Departments of Social Services.

Program resources for objective two:

- Colorado: Initiative to establish community-based family centers; contact: Donna Chitwood, (303) 866-2888.
- Illinois: Initiative to establish comprehensive service centers for families; contact: Mary Ann Louderback, (217) 782-2654.
- Maryland: Family preservation initiative; contact: Martha J. Fields, (410) 333-2489.
- Minnesota: Early Childhood Family Education program; contact: Kathee McCright, (202) 624-5308.
- Missouri: Parents as Teachers program; contact: Karen Gallagher, (314) 751-3222.

Objective 3

Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Benchmarks

- Percentage of low-birthweight (less than 5.5 pounds) and very low-birthweight (less than 3.3 pounds) babies.

Potential Data Resource: National Center for Health Statistics, Mary Grace Kovar, (301) 436-7105, or Scientific and Technical Information Board, (301) 436-8500.

- Percentage of pregnant women receiving prenatal care during the first trimester.

Potential Data Resource: National Center for Health Statistics, Mary Grace Kovar, (301) 436-7105, or Scientific and Technical Information Board, (301) 436-8500.

- Percentage of women below age twenty who give birth.

Potential Data Resource: Child Trends, Inc., Kristin Moore, (202) 223-6288.

- Percentage of children who are fully immunized by age two (those who have received vaccinations for measles, rubella, polio, diphtheria, tetanus, mumps, and pertussis).

Potential Data Resource: Centers for Disease Control, William Atkinson, M.D., (404) 639-1870.

- Percentage of all children below age five covered by Medicaid's Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) program or private health insurance.

Potential Data Resource: Department of Health and Human Services, Health Care Financing Administration, Richard Chambers, (202) 690-6257.

- Percentage of eligible participants in the Special Supplemental Food Program for Women, Infants, and Children (WIC).

Potential Data Resource: Department of Agriculture, Food and Nutrition Service, Patty Cunningham, (703) 305-2746.

Program resources for objective three:

- California: Access for Infants and Mothers program (expanded access to medical services) and Healthy Start program (school-linked health and support services); contact: Maureen DiMarco, (916) 323-0611.
- Delaware: Home visiting program for pregnant women; contact: Kathryn Way, (202) 624-7724.
- North Dakota: Early Childhood Tracking System (identification and referral program for children at risk of developmental delay); contact: Janis Cheney, (701) 224-2200.
- Washington: First Steps program and Basic Health Plan (enhanced medical services for women and children); contact: Feather Reid, (206) 753-1949.

The Challenge

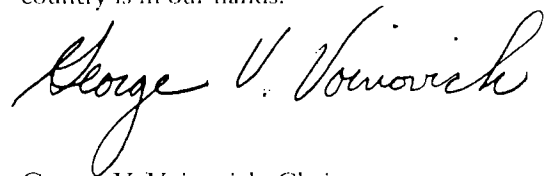
From our country's perspective, it is clear that our children are our most valuable resource; their education is key to our nation's vitality and long-term growth. Yet far too many children are not prepared to start school. The first of the national education goals reflects the critical importance of investing in children.

The benchmarks for school readiness are a result of a year-long effort by eleven states to identify, examine, and initiate strategies for achieving the readiness goal. They are offered to help guide reform efforts and ensure that every child has a healthy beginning, strong support systems, and access to quality, developmentally appropriate early education experiences.

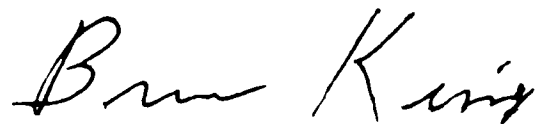
Bringing about lasting reform will take a sustained commitment by leaders today, tomorrow, and in the foreseeable future. We can begin by:

- Accepting the premise that all children can learn and that environments are needed that nurture, support, and sustain them from the prenatal period to birth to kindergarten and throughout school.
- Developing a common vision of school readiness across education, health, and social service systems.
- Promoting collaborative efforts to translate that vision into reality. As an old African proverb says, "It takes an entire village to raise a child."

As Governors we are committed to breaking the debilitating cycle of poverty, welfare, drugs, unemployment, and crime that ensnares our young people and depletes our resources. The future of our country is in our hands.



George V. Voinovich, Chairman
Governor of Ohio



Bruce King, Vice Chairman
Governor of New Mexico

NATIONAL EDUCATION GOALS PANEL

JAN 17 1995

TO: Panel and Working Group Members

FROM: Ken Nelson and Emily Wurtz

SUBJECT: Enclosed Copies of Proposed National Education
(Content) Standards

DATE: January 13, 1995

Enclosed for your information is a set of background materials relevant to the January 28, 1995, Goals Panel meeting. Please find copies of the currently available national education (content) standards in the subject areas: history (US, world and K-4), mathematics (2 documents), arts, social studies, civics, geography (executive summary only) and the current draft documents for foreign languages and science. The proposed history standards have recently received attention in the media.

These are the standards for which the Goals 2000 legislation assigns the Goals Panel a role, specifically that of responding to review criteria and approved standards forwarded to it by the National Education Standards and Improvement Council (NESIC). Others have suggested alternative roles the Goals Panel might play with regard to these standards.

Enclosed as well are the executive summary of the report of the National Council for Education Standards and Testing, which the Goals Panel helped to establish, and a copy of the Statement regarding standards adopted by the Goals Panel November 15, 1993, when it received the Malcom report, Promises to Keep: Creating High Standards for American Students.

You will receive a briefing book of material specific to the January 28 meeting on January 20.

NATIONAL EDUCATION GOALS PANEL
Statement on Voluntary National Education Content Standards
adopted November 15, 1993

In 1990, the President and Governors agreed on six national education goals and committed themselves to a decade of sustained action to meet them. The National Education Goals Panel was created to measure and support the nation's progress toward meeting these goals.

A consensus has emerged that to meet Goals 3 and 4 we Americans must agree on the results we expect from students in core academic areas, which is what "content" standards define.

The National Education Goals Panel strongly supports the development of clear, rigorous content standards by States and local communities, and it believes that voluntary national standards are essential to this effort. The following principles will serve as the foundation for continuing Goals Panel involvement in establishment of these standards:

Voluntary

The Panel will participate only in the establishment of voluntary national content standards that may serve as models and resources for State and local school reform efforts.

The Panel would oppose any federal effort to require States and local schools to use such national standards.

Academic

The Panel believes that voluntary national content standards should address only core academic areas, such as those stated in the National Education Goals.

Voluntary national content standards should not address non-academic areas such as student values, beliefs, attitudes and behaviors.

World Class

The Panel will endorse only those national content standards which, though uniquely American, are at least as challenging and rigorous as the academic expectations for students in other countries of the world.

Voluntary national content standards must not be compromised or watered down for any reason. The Panel believes that our focus should be on helping each student reach higher levels of academic achievement.

Bottom-Up Development

National and State content standards must be developed through a consensus building process that involves educators, parents and community leaders from schools and neighborhoods across the country.

For these voluntary national education standards to be useful, they must be relevant to each community using them. The Panel has no intention of developing content standards on its own and would oppose any standards that were not developed through a broad based, participatory process.

Useful and Adaptable

National voluntary content standards must allow local educators the flexibility to design their own curriculum plans within the broad outlines of the standards. Standards should focus upon a limited set of the most important and lasting knowledge and skills, so they are useful for teachers, parents and students, and represent the most important knowledge, skills and understandings we expect students to learn.

Voluntary national content standards will not be a "national curriculum" but, rather, provide a broad outline of the kind of knowledge and skills necessary "for responsible citizenship, further learning, and productive employment in our modern economy." (Goal 3)

The establishment of national voluntary standards is an effort that has received strong support from the business community, Republican and Democrat Presidents, Governors, members of Congress, local educators and citizens from across the country.

We believe that, if treated with care and wisdom, these expectations of what students should know and be able to do, will empower parents in every community in the nation to demand more of themselves, their children, their schools, and their government.

NATIONAL CONTENT STANDARD DEVELOPMENT PROJECTS
in order of their anticipated release

Mathematics

The National Council of Teachers of Mathematics
1906 Association Drive
Reston, VA 20091-1593

Thomas Romberg, Chair of the Standards Commission

The standards, titled Curriculum and Evaluation Standards for School Mathematics, and Professional Standards for Teaching Mathematics, were released in March 1989.

For copies of the standards, other available material or information about opportunities to comment on assessment initiatives,

contact: Virginia Williams at (703) 620-9840 or FAX (703) 476-2970.

Arts

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

John Mahlmann, Standards Project Director

In coordination with the American Alliance for Theater and Education, the National Art Education Association, and the National Dance Association.

The standards, titled National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts, were released in March 1994.

For copies of the standards, other available material or information about opportunities to comment on the standards,

contact: Megan Prosser at (703) 860-4000 or FAX (703) 860-4826.

Social Studies

National Council for the Social Studies
3501 Newark St, NW
Washington, DC 20016

The standards, titled Curriculum Standards for Social Studies: Expectations for Excellence, were released in September 1994.

*For copies of the standards or other available material
contact: NCSS at (202) 966-7840, FAX (202) 966-2060, or
Whitehurst and Clark 1-800-683-0812.*

Geography

National Council of Geographic Education
Geography Standards Project
1600 M Street, NW - Suite 2611
Washington, DC 20036

In coordination with the Association of American Geographers, the National Geographic Society, and the American Geographical Society.

Anthony R. DeSouza, Standards Project Director

The standards, titled Geography for Life, were released in October 1994.

For copies of the standards or other available material contact: Heather Scofield at (202) 775-7832 or FAX (202) 429-5771.

History

National Center for History in the Schools at UCLA
231 Moore Hall, 405 Hilgard Avenue
Los Angeles, CA 90024

Gary Nash and Charlotte Crabtree, Standards Project Co-Directors

National Standards for United States History: Exploring the American Experience was released in October; National Standards for World History: Exploring Paths to the Present was released in November.

For copies of standards or other available material contact: Pamela Hamilton at (310) 825-4702 or FAX (310) 825-4723.

Civics and Government

Center of Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302-1467

Charles Quigley, Standards Project Director
Margaret Branson, Co-Director

The standards, titled National Standards for Civics and Government, were released in November 1994.

For copies of draft standards, other available material or information about opportunities to comment on the standards, contact: Margaret Branson at (818) 591-9321, FAX (818) 591-9330 or Mark Molly at (202) 265-0529 or FAX (202) 265-0710.

Foreign Languages

American Council on the Teaching of Foreign Languages, Inc.

6 Executive Plaza
Yonkers, NY 10701-6801

In coordination with the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese.

June K. Phillips, Standards Project Director

The standards are scheduled to be released in November 1995.

For copies of draft standards, other available material or information about opportunities to comment on the standards, contact: Jamie Draper at (914) 963-8830 or FAX (914) 963-1275.

English, Language Arts

The Center for the Study of Reading

174 Children's Research Center
51 Gerty Drive
Champaign, IL 61820

In coordination with The National Council of Teachers of English (NCTE) and the International Reading Association (IRA).

Allen Farstrup, Standards Project Director for IRA
Miles Myers, Standards Project Director for NCTE
P. David Pearson, Standards Project Director for The Center

Release of the standards will not be before September 1995.

For copies of draft standards, other available material or information about opportunities to comment on the standards, contact: NCTE at 217-328-3870 or Jean Osborn at (217) 333-2552

Science

National Academy of Sciences and National Research Council

2101 Constitution Avenue, NW
Washington, DC 20418

In coordination with the American Association for the Advancement of Science, the American Association of Physics Teachers, the American Chemical Society, the Council of State Science Supervisors, the Earth Science Coalition, and the National Association of Biology Teachers.

Angelo Collins, Standards Project Director

No date is yet scheduled for the release of the standards.

For copies of draft standards, phone: (202) 334-1399 or FAX (202) 334-3159.

Space-sharing by schools is good deal for everyone

Why should school buildings sit off by themselves, alone and isolated?

One of the most important — and cost-effective — new ideas in education is that schools, businesses and social service agencies can share space.

This fall, the St. Paul Public Schools and First Bank System opened a cooperative kindergarten program in downtown St. Paul, and the district is looking for more partners.

The result of such efforts is a situation where everybody wins:

Such space-sharing can enrich education experiences for the children. The nearby location can make involvement easier to achieve, allowing parents to stop by to share lunch, volunteer at school and attend teacher conferences.



JOE NATHAN
EXTRA CREDIT

The arrangement also can help make a business more attractive to prospective employees as well as build morale among current workers. Also, the diversity of the workplace can spill over into the schoolroom, aiding the cause of integration.

The number of cooperative efforts grows daily:

■ **Florida's Dade County**

(Miami) has pioneered the sharing of classroom space with businesses. The district has worked with an insurance company, hospital and airport to establish elementary school classrooms right at the business sites. The school district provides teachers, materials and the education program. The business provides the classroom space, maintenance, utilities and security.

American Bankers Insurance Group, the first company to establish a shared facility, reports turnover of employees with children in the center is 4 to 5 percent, vs. a national average of about 20 percent. For more information, contact Satellite Learning Centers, Dade County Schools, at (305) 376-1414.

■ **Rosemount-Apple Valley School District (423-7660)** has an extremely successful alternative high school operating in a mall. Participating youngsters told me they feel much more comfortable in the school's informal setting, and their teachers say the students' achievement is up significantly.

■ **Wichita, Kan.**, saved thousands of dollars when the city and school district built cooperative libraries. Moreover, the public schools that share the libraries have some of the finest collections of any elementary programs in the country! For more information, call (316) 833-4003.

Sharing space isn't something that works just in metropolitan areas.

■ **Wheaton, Minn.**, school administrators learned that a local Head Start program was leaving town because of a lack of suitable space. The Wheaton Elementary School immediately offered use of an empty classroom. And the district earns money by renting empty high school classrooms to such groups as the Soil and Water Conservation Service. For more information, call 563-8283.

What can parents and businesspeople do to promote the "shared facility" concept?

- ✓ Tell school officials you think it makes sense.
- ✓ Help district officials find businesses and social-service agencies willing to share space.

What can school officials do to promote such programs?

- ✓ Look for opportunities to cooperate.
- ✓ Publicize the values of sharing facilities.

EXTRA CREDIT

Sharing facilities good deal for all

By sharing facilities, schools, social service agencies and businesses can accomplish more and make better use of tax dollars. A recent statewide

conference showed how the idea can be used in any community, from the smallest town to the largest city:

■ Several years ago, the Cook County School District in northeastern Minnesota faced a big problem. The district covers 1,500 square miles but enrolls only about 650 students. Because only 30 students attended the Birch Grove Elementary School near Tofte, the district felt it could not justify keeping the building open. Instead, officials decided to bus the 5- to 8-year-old students 30 miles to Grand Marais.

As a result, the Birch Grove school closed for a year, but parents came up with a new alternative. They found individuals and organizations, including an insurance agent, a doctor, a day-care center, a tourism office and a youth hostel, to rent space in the building. They leased space for commercial signs along their highway frontage and obtained a grant from the McKnight Northeastern Minnesota Initiative Fund.

Today, the building is open, and, as the Birch Grove Association puts it, "Our kids are being educated in their community, and the community has its focal point back in place ... That is our true meas-



**JOE
NATHAN**
COLUMNIST

ure of success!" For information, write to the Birch Grove Center, P.O. Box 2242, Tofte, Minn. 55615.

■ In Chatfield, the Chosen Valley School District shares space with the city recreation program, a day-care center, a country nursing service and a special-education cooperative. Youth-service, agricultural and church groups also use the school buildings. "Sharing space," Superintendent Ron Henning says, "has helped generate much more support and interest in our schools." For information, call (507) 867-4210.

■ In St. Cloud, the district leases vacant space at St. Cloud Apollo High School to the local Head Start program, which was looking for low-cost, high-quality space. High-school students volunteer in the program as part of their classes on child development. They learn what it's like to have small children, and the Head Start staff gets valuable assistance. For information, call 253-9333.

■ Both St. Paul and Minneapolis offer elementary school classes in downtown space provided rent-free by local businesses. The downtown classes help bring together urban and suburban students and give parents the chance to have lunch with their children (which many do). First Bank in St. Paul and Target in Minneapolis deserve compliments for their vision. More information is available from the

St. Paul district (293-5150) and Minneapolis district (627-2050).

■ The Robbinsdale School District generates thousands of dollars by leasing empty space to various community districts. Equally important, some of those groups, such as senior citizens and social-service agencies, also work with the district's students. For information, call Carroll Vornhof, director of community education and facilities, at 535-1790.

These are only a few examples identified by Jessica Clarke, a graduate student at the Humphrey Institute, one of the co-sponsors of the recent conference. Her statewide survey of 302 districts showed that about 45 percent of the districts share space with other organizations.

Legislators, such as Rep. Jerry Bauerly, DFL-Sauk Rapids; Rep. Becky Kelso, DFL-Shakopee; and Sen. Greg Dahl, DFL-Coon Rapids, are considering how to encourage and assist these cooperative efforts. When done carefully and thoughtfully, sharing facilities can offer a great deal to students, families and communities.

Joe Nathan, a national expert on educational issues, is a senior fellow at the Humphrey Institute of Public Affairs. Nathan is a member of a special presidential advisory committee on improving U.S. schools. You can write to Nathan in care of the Pioneer Press, 345 Cedar St., St. Paul, Minn. 55101.