

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. letter	Peggy Higginbottom to First Lady Hillary Rodham Clinton (partial) (1 page)	02/29/1996	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7385

FOLDER TITLE:

Misc./Unsorted Files [1]

2011-0255-S

rc200

RESTRICTION CODES

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

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

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

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RR. Document will be reviewed upon request.

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

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

DRAWING THE LINE ON EDUCATION:

The President's FY 1996 Budget Request vs. Republican Cuts Included in the House Labor/HHS/Education Appropriations Bill Passed on August 3, 1995, and the Republican Budget Resolution¹

Despite the bipartisan efforts last year to expand the quality and effectiveness of education, the current budget debate points to a divide between the President and the Republican Congress over education--the foundation of our democracy and free enterprise system. Both the President and Republicans believe we must reduce the budget deficit and balance the budget, and both propose deep cuts in discretionary spending to reach this goal. But the President also believes that in order to create more opportunity, we must reduce the education deficit by expanding investment in quality education. Most Republicans disagree. Thus, **while the President's balanced budget proposal launches an all-out effort to expand educational opportunities, the GOP budgets drastically decrease educational opportunity.**

THE EDUCATION GAP BETWEEN THE BUDGETS

The Republican budget resolution slashes education and training by \$36 billion for 1996 to 2002 (including \$10 billion in loan benefits to students). On July 21, the House Appropriations Committee took the first step towards making this budget resolution a reality, by slashing key education and training initiatives. By contrast, the President's budget increases investment in these same areas by \$40 billion over seven years. As a result, there is a major education gap between the President's proposal and the Republicans'.

President Clinton will fight to expand investments in quality education, and he will fight against efforts to reduce, gut, or eliminate key investments in education and job training. Following is a brief outline of the fundamental differences between the President's approach to education and the Republican approaches to education -- from pre-school through post-secondary education.

¹Source: Office of Management and Budget

I. EXPANDING HEAD START

President Clinton has made expanding and improving pre-schooling the starting point for helping families give their children a good start on the right course. Republicans would slash these investments.

HEAD START. *President Clinton Adds 50,000 Children; Republicans Cut Up To 180,000 Children.*

President Clinton already expanded investment in Head Start by \$760 million from 1993 to 1995. Now, he proposes to increase annual funding by \$1.5 billion by 2002 to reach another 50,000 children. At the same time as he has expanded Head Start, he has also reformed the way the program works to improve teaching and facilities for all the children who participate.

Republicans: The House Appropriations Committee would reduce FY 1996 funding for Head Start to over \$100 million below the FY 1995 level and over \$500 million below the President's request. Nearly 48,000 children would be cut off Head Start in 1996 if HHS is to maintain program quality. Freezing funding at the reduced level would cut off up to 230,000 children below the President's proposed level for 2002.

II. IMPROVING ELEMENTARY AND SECONDARY EDUCATION

President Clinton has lent national support to local schools and communities working to improve the quality of their education by rigorously teaching the basics, making schools safe and drug-free, promoting increased parental involvement, raising student achievement and discipline, getting technology into the classroom, and providing opportunities to go from school to college or work. Republicans would eliminate national support for local educational improvement, leaving students without crucial resources and assistance they need to succeed.

THE GOALS 2000: EDUCATE AMERICA ACT: ASSISTING LOCAL SCHOOLS. *President Clinton Helped To Create This Initiative And Would Provide \$896 Million by 2002 To Upgrade 85,000 Schools for 44 Million Children; Republicans Would Eliminate It.*

President Clinton helped create Goals 2000, which supports state, community, and school efforts to raise academic standards of achievement and gives teachers and states the tools they need to help students to meet them. Forty-eight states are already participating in this program. In his 1996 budget, the President calls for doubling the program, to \$750 million, with the total level rising to \$896 million by 2002. That's enough to support improvements for all 44 million children in the over 85,000 public schools.

Republicans: The House Appropriations Committee proposes **eliminating** Goals 2000 entirely--undermining what was once a bipartisan effort to spur bottom-up school improvement in schools across the nation.

TITLE I: HELPING CHILDREN LEARN TO HIGH STANDARDS. *President Clinton Would Expand It Each Year; Republicans Would Freeze Funding, Depriving Over One Million Children of Aid.*

President Clinton supports Title I Grants designed to provide needed resources to States and schools to raise educational achievement, especially in schools in low income areas. The program has been reoriented to give schools more flexibility to support effective innovations that help all students read and write well and meet challenging standards. The President has already increased Title I funding by \$573 million over two years, and he proposes an increase of \$302 million in FY 1996, enough to serve 300,000 additional children, with further increases every year in the future.

Republicans: The House Appropriations Committee would cut funding by \$1.1 billion in FY 1996, cutting as many as 1.1 million children from the program in 1996 alone. These children, many from our poorest communities, would be denied the opportunity they need to reach their full potential.

SAFE AND DRUG-FREE SCHOOLS. *President Clinton Has Consistently Supported It; Republicans Would Gut It.*

President Clinton supports this initiative to make our schools safe from drugs and violence. The program funds everything from innovative anti-violence education and after-school programs to metal detectors and security personnel. The President would maintain funding at \$500 million per year.

Republicans: The House Appropriations Committee cuts this program by 60 percent to \$200 million, depriving over 23 million students of services in 1996 alone.

TECHNOLOGY FOR EDUCATION: GETTING COMPUTERS IN THE CLASSROOM. *Republicans Would Gut This Clinton Initiative Which Leverages Private Money for Technology in Public Schools.*

President Clinton has helped initiate this challenge to the private sector to join with schools and colleges to raise student achievement through the use of computers and new learning technology in the classroom. A \$50 million federal investment in 1996 will leverage hundreds of millions of dollars in private support.

Republicans: The House Appropriations Committee cut this program in half to \$25 million in FY 1996, denying school districts across the country the ability to participate in this initiative, and drastically slowing the effort to leverage millions more from the private sector.

SCHOOL-TO-WORK OPPORTUNITIES. *President Clinton Has Supported A New 50-State Movement; Republicans Would Stop It In Its Tracks.*

President Clinton, with bipartisan support, signed into law the most important national program ever to help states and localities set up systems to link Federal, state, and local resources in new effective ways that ensure that all young people—including the 70% of young Americans who don't get four-year degrees—get the education they need to obtain good jobs with a future. All states have received planning funds, and eight "leading edge" states are using implementation grants to create systems that are getting positive reviews from companies nationwide. Twenty more states will begin implementation this year. President Clinton has proposed increasing support by more than 60% for FY 1996 to \$400 million, bringing to 43 the number of states implementing school to work systems. Remaining states would start up the following year.

Republicans: The House Appropriations Committee slashed the President's request by over 50 percent to \$190 million. This would seriously hamper efforts of 28 states to complete the reforms they started in 1994 and 1995; twenty-two additional states would be denied the chance to implement their reform plans to raise student skills and help students succeed in the workplace.

SUMMER JOBS. *President Clinton Supports Work Experiences for Youth; Republicans Would Eliminate These Jobs.*

President Clinton recognizes that the summer jobs program is an important first opportunity to get work experience for many low-income youths, especially those in inner cities where jobs are scarce. Without these opportunities, these young people might otherwise not have any chance to learn skills and appropriate workplace behavior during their formative years. The President has proposed financing some 600,000 jobs in the summer of 1996 alone.

Republicans: The House Appropriations Committee would eliminate this program, a \$872 million cut from the President's request. In the summer of 1996 this would eliminate this valuable work experience for some 600,000 urban and rural at-risk youth.

III. INCREASING ACCESS TO POST-SECONDARY EDUCATION

Assistance with financial aid to deserving college students is an investment in America's future and helps families give their children a chance to make the most of their lives. Now more than ever, post-secondary education and job training are the gateway to America's middle class. Studies show that for every year of training a person gets after high school, his or her earnings rise by 6 to 12 percent. After 15 years in which college costs increased far faster than inflation but family incomes stagnated, President Clinton has initiated historic efforts to expand college access. Republican proposals would devastate access to post-secondary grants and loans, and to job training, setting back college access by years if not decades.

DIRECT LENDING AND INDIVIDUAL EDUCATION ACCOUNTS: MAKING COLLEGE MORE AFFORDABLE. *President Clinton Supports Expanding These Initiatives; Republicans Want To Raise the Cost to Students and Reduce Access.*

President Clinton supports expanding the new direct lending program and individual education accounts. Direct lending eliminates billions of dollars in unnecessary payments to lenders and others and makes student loans cheaper and more efficient for students, schools, and taxpayers. With the passage of the Student Loan Reform Act, 104 schools and over 252,000 students initiated the program in 1995. On July 1, 1995, more than 1,400 schools and 1.35 million students --representing almost 40% of all loans and the maximum allowed under this year's authorization--began the second year on schedule. The President would expand the program to all schools and students. This program is already saving \$6.8 billion for taxpayers, lowering interest rates for students, and allowing borrowers to choose flexible repayment arrangements, including pay-as-you-earn plans through Individual Education Accounts. In time, 20 million current borrowers and six million new borrowers per year will benefit.

Republicans have proposed legislation to reduce funds available for direct lending, prevent more schools from choosing to participate in the initiative, and cap participation at 40 percent of all loans. The committee mark would also reduce student loan administration funds by almost 40 percent which would cripple implementation, deny the benefits of direct lending to low and middle income students, and jeopardize the integrity of both the direct and guaranteed loan programs. These actions will stop the growth of cost-effective, efficient direct lending in order to keep unnecessary payments flowing to wealthy banks and unnecessary middlemen.

IN-SCHOOL INTEREST EXEMPTION: HELPING STUDENTS AND FAMILIES PAY FOR COLLEGE. *Republicans Would Raise College Costs for Up to 4 Million Students.*

President Clinton supports the in-school interest exemption, under which **five million** need-tested students with Stafford loans do not have to pay interest while enrolled in school and during the grace period (six months) between leaving school and entering repayment.

Republicans in their budget resolution propose \$10 billion in cuts in student loans. In order to achieve that level of savings and preserve unnecessary payments to banks, secondary markets, and guaranty agencies, they will not only have to eliminate any subsidy for graduate or professional students, but also hit college students with higher fees--for example, eliminating the six month grace period for interest after college or raising the origination fees that every student must pay to get their loans.

PELL GRANTS: PROVIDING THE LIFELINE TO COLLEGE FOR WORKING FAMILIES. *President Clinton Would Raise the Maximum Grant to a Record High and Would Increase Annual Funding by \$3.4 Billion by 2002; Republicans Would Eliminate Up To 300,000 Students From The Program.*

President Clinton has supported the Pell Grant program, and increased the maximum Pell Grant in his 1996 budget by 12%, to its highest level ever, \$2,620. In his new budget, he would increase annual funding by \$3.4 billion by 2002--enough to reach 960,000 more recipients and increase the maximum award to \$3,128.

Republicans: The House Appropriations Committee would increase the maximum Pell Grant by only \$100, to \$2440. Furthermore, the committee would eliminate about 300,000 students from the program who would receive awards between \$400 and \$600 under the President's proposal. For millions of students, grants make the difference between going to college and not going, between staying in school and dropping out.

AMERICORPS: HELPING STUDENTS WHO HELP THEIR COMMUNITIES. *President Clinton Offers Opportunities to Nearly 50,000 Young People in AmeriCorps Next Year Alone plus over 1 Million Other Service Opportunities Each Year for People of All Ages; Republicans Would Eliminate All of AmeriCorps and More Than 750,000 of the Service Opportunities for People of All Ages.*

President Clinton created AmeriCorps to enable young people to earn money for education by serving their communities--teaching, caring for the sick, making the streets safer. Already 20,000 Americans are serving in AmeriCorps, and nearly 50,000 are expected next year. He also fully supports an additional 1 million service opportunities in Learn and Serve, VISTA, Foster Grandparents, and other programs.

Republicans: The House Appropriations Committee would eliminate AmeriCorps and the Corporation for National Service and cut opportunities in other service programs. Over 4.3 million service opportunities for youth in their communities would be abolished over the next seven years. In FY 1996 alone nearly 50,000 young Americans from hard-working, middle class families will lose the opportunity to serve their communities through AmeriCorps in locally-identified areas of crucial need such as health care, social service, and crime prevention, and to earn an educational award to help pay for college or other training.

EDUCATION AND TRAINING TAX DEDUCTION: REWARDING PARENTS WHO INVEST IN THEIR CHILDREN'S EDUCATION. *President Clinton Supports A Deduction; With All the Tax Breaks for the Wealthy, Republicans Don't.*

President Clinton supports a tax deduction for middle-class families with education and job training expenses up to \$10,000. This deduction would provide tax-favored treatment to education similar to the benefits for other investments like housing and equipment. It invests in those who invest in themselves and in America.

Republicans do not support the education and training tax deduction. With its \$20,000 tax cut for the wealthiest 1%, the Contract with America includes tax breaks for capital gains, gifts and inheritances in excess of \$600,000, and the depreciation of business purchases--but not for education.

IV. LIFELONG LEARNING

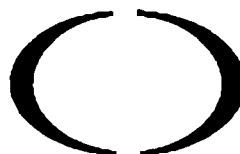
In order to maintain good job prospects throughout their lives in a fast-changing economy, Americans need the opportunity to upgrade their education and skills regularly. President Clinton wants to support lifelong learning by reforming job training programs and putting resources and information directly into workers' hands. Republicans just want to slash job training.

G.I. BILL OF RIGHTS FOR WORKERS (SKILL GRANTS). *President Clinton Supports Skill Grants for America's Workers; Republicans Want a 25% Cut in Job Training Funds.*

President Clinton: Under the adult reform proposal, low-income or dislocated workers (and others) could go to a One-Stop Center for help to get jobs, and learn about the services and track records of job training programs. Then, they could use Skill Grants at their own choice among those institutions. The President would provide 800,000 Skill Grants in 1996 alone. For youth training programs, the President proposes to build on and intensify the national reform embodied in the School-to-Work system to serve in-school and out-of-school youth. Youth programs would be streamlined and funding would be consolidated in a \$2.9 billion State grant, replacing current fragmented efforts under the Perkins Vocational Education Act and the Job Training Partnership Act. In total, the President proposes to increase spending (excluding Pell Grants) by over \$2 billion by 2002.

Republicans: The House Appropriations Committee cut funding by nearly 50 percent below the President's request, and 25 percent below the FY 1995 level. These cuts would deny reemployment services to 506,000 dislocated workers and deny training opportunities to 84,000 disadvantaged adults compared with the President's request. Republicans also eliminate some 600,000 job opportunities for disadvantaged youth by

not funding the Summer Youth Employment Program. This means millions of young people will lose the opportunity to develop adequate work preparation skills and obtain good first jobs over the next seven years.



The Communitarian NETWORK

April 1, 1996

MEMORANDUM FOR;

Shelley Berman
Diane Berreth
Roberta Doering
Russ Gough
Gaynor McCown
Chuck Quigley/Margaret Branson

Post-it [®] Fax Note	7671	Date	4/1	# of pages	8
To	GAYNOR MCCOWN		From	ESTHER SCHAEFFER	
Co./Dept.			Co.	C.N.	
Phone #			Phone #	202-994-7997	
Fax #	202-456-7028		Fax #	202-994-1606	

FROM: Esther F. Schaeffer

Esther

SUBJECT: Second Mailing

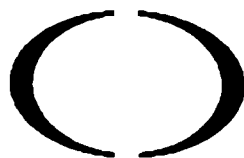
The White House/Congressional Conference is taking shape! We are a little more than two months out and are mailing out the second and most likely final conference announcement. Mike and I are attaching a copy of that mailing for your information. I hope that you will find that the agenda captures a number of your concerns from the last conference.

Equally as important, each of you need to be completing your papers. If we have not talked to you recently, either Mike or I will be calling you shortly about the status of your papers and your agendas for your task force discussions.

We want to reproduce copies of your papers for distribution at the meeting and need your final drafts no later than May 1. We imagine also that you will want to mail (or have us mail) your final paper to your task force members prior to the conference.

We are coming down the home stretch. Thanks to your continuing help the conference has all the appearances of being first rate and one that will set the stage for continuing work throughout the following year.

Please let Mike or me know if you have any questions.



**REGISTER
TODAY!**

The Communitarian NETWORK

**LIMITED
SPACE
REMAINS!**

WHITE HOUSE/CONGRESSIONAL CONFERENCE ON CHARACTER BUILDING

Sponsored by the Communitarian Network

June 6-8, 1996

Washington, DC

Space is filling quickly for the Communitarian Network's White House/Congressional Conference on Character Building, co-hosted by the White House and U.S. Congress.

Bipartisan support for the Communitarian Network's character development agenda continues to grow as demonstrated by the bipartisan nature of our co-hosts in an otherwise partisan year – President and Mrs. Bill Clinton and Senators Bill Bradley (D-NJ) and Nancy Kassebaum (R-KS).

This year's meeting will be a special and unique one. It will focus on forging action where education takes place – in states and communities throughout the country.

Join us and governors, leading national state and local educators, media experts, academics, business and labor leaders, and community leaders in an interactive meeting designed to put character formation on the national agenda.

Join us to listen, question and advise as we:

- ⇒ Bring together top leaders to identify the most promising strategies for character building in our schools;
- ⇒ Forge agreement on action plans for the coming year; and
- ⇒ Engage decision-makers in government, education, business and the community in discussions about how they can help carry out our character building agenda.

Time and Place

The conference begins at 1 pm June 6, 1996 and ends by 4 pm June 8, 1996 in Washington, DC. We will meet both at the White House and on Capitol Hill.

LIMITED SPACE REMAINS . . . REGISTER TODAY . . .

TIME IS RUNNING OUT!!... TIME IS RUNNING OUT!!...

About the Communitarian Network

The Communitarian Network is a coalition of individuals and organizations who believe that individual liberties depend upon the bolstering of the foundations of civil society: our families, schools and neighborhoods. It is through these institutions that we acquire a sense of our personal and civic responsibilities, an appreciation of our rights and the rights of others, and a commitment to the welfare of the community and its members.

To accomplish our goals, the Communitarian Network: stimulates dialogue, encourages changes in daily practices, and works to change public policies.

Conference & Hotel Registration

The registration fee for the conference is \$175 before April 30 and \$250 thereafter. For additional representatives from the same organization, the fee will be \$125 until April 30, and \$160 thereafter. Because the registration fee will be used to cover the costs of the meeting, the registration fee is not refundable.

The Communitarian Network has reserved a block of rooms at the Holiday Inn on the Hill, where part of the meeting will be held. The hotel is located at 415 New Jersey Avenue NW; Washington, DC 20001. It is a short walk to Capitol Hill. Attendees are responsible for making their own arrangements with the hotel. Please notify the hotel that you are with the Communitarian Network in order to receive our special rates of \$109/single, \$119/double. The hotel can be reached toll free at 1/800/638-1116. Space is limited. *The hotel will not hold the rooms after May 10, so please register early.*

For more information

For more information, contact Michael Bocian, Conference Coordinator, 202/994-4981 or Esther F. Schaeffer, Director, Education Programs, 202/994-1422.

The Communitarian Network
202/994-1606 fax — COMNET@GWIS2.CIRC.GWU.EDU
<http://www.gwu.edu/~ccps>

LIMITED SPACE REMAINS... REGISTER TODAY...

The Task Forces

Task Force discussions will enable attendees to explore together what needs to be done and who should be involved. Through their participation, attendees will have the opportunity to shape action plans for placing character development on the national agenda.

Methods for Building Self-Discipline -- Chair: Shelley Berman, Hudson Public Schools
If people cannot control their impulses, they cannot commit to values. How can educators restructure the experiences of schools to support the development of self-discipline?

Methods for Building Empathy -- Chair: Diane Berreth, Association for Supervision and Curriculum Development
Empathy and caring are at the root of such values as respect for others and community spirit. How can educators foster empathy and caring?

The Role of Civic Education -- Chair: Charles Quigley, Center for Civic Education
What needs to be done to broaden the reach of civic education and to ensure that programs complement one another?

The Role of Family Involvement -- Chair: Roberta Doering, National School Boards Association
How can the important community units of family and schools work together toward the same purposes of building character?

Education for Human Relations, Family Life, and Intimacy -- Chair: Amitai Etzioni, The Communitarian Network
How can we teach better communication and conflict resolution skills? How can we teach the importance of family? How can we combine sex education with the teaching of values?

Building Character through Sports -- Chair: Russell Gough, Pepperdine University
How can we influence the way sports are conducted in schools so that they build character? How do we ensure that sports programs are available to all students in ways that reinforce character?

Community Schools -- Chair: Gaynor McCown, Domestic Policy Council, The White House
How can schools be core institutions for the whole community and not merely for students?

LIMITED SPACE REMAINS . . . REGISTER TODAY . . .

AGENDA
COMMUNITARIAN NETWORK'S
WHITE HOUSE/CONGRESSIONAL CONFERENCE
ON CHARACTER BUILDING
as of April 1, 1996

Thursday, June 6, 1996 (Marvin Center, George Washington University)

- | | |
|--------------------|--|
| 2:00 pm - 2:30 pm | Welcome
Amitai Etzioni
Founder & Director, Communitarian Network

Esther F. Schaeffer
Director, Education Programs |
| 2:30 pm - 3:00 pm | Television and Character Education: Friend or Foe?
Newton Minow
Former Chairman, Federal Communications Commission |
| 3:00 pm -- 6:00 pm | Task Forces Meet with Full Conference Involvement
Identification of: <ul style="list-style-type: none">• priorities for coming year• additional organizations and individuals to be involved• topics requiring future research by task force or Communitarian Network |
| Evening | Dinner on Own
Attendees are free to dine together to continue their dialogue informally and to network |

Friday, June 7, 1996

- | | |
|--------------------|--|
| 8:00 am - 8:45 am | Breakfast on own |
| 8:45 am - 9:30 am | Attendees walk to Capitol Hill (Russell Building, Caucus Room, Room 325). Coffee served. |
| 9:30 am - 10:30 am | The Charge from Political Leadership -
Views on Character Building and the Role of
Federal Leadership
The Honorable Nancy Kassebaum , US Senator from
Kansas
The Honorable Bill Bradley , US Senator from
New Jersey |

10:30 am - 11:00 am	The Role of the State Leading Education Governor
11:00 am - noon	Exploring the Possibilities Dialogue with the speakers and other Senators and Members of the US House of Representatives
Noon - 12:30 pm	Return to Holiday Inn, Capitol Hill
12:30 pm - 1:30 pm	Lunch
1:30 pm - 2:00 pm	How Can Business Help? Zoe Baird Senior Vice President and General Counsel, Aetna Life and Casualty Company
2:30 pm - 5:00 pm	Task Forces Meet in Closed Session Refinement of priorities and recommendations for Saturday discussion
2:30 pm - 5:00 pm	Concurrent Session: Meeting the Challenges Attendees ask questions and discuss what works Facilitator: Amitai Etzioni Founder & Director, Communitarian Network
6:30 pm	Reception and Dinner Teen Pregnancy: Finding the Solutions Sarah Brown , Senior Fellow, Urban Institute (invited) United We Sing Joint Chorus of the Norwalk (CT) Kendall Elementary School and the Washington (CT) Primary School A Character Education Program

Saturday, June 8, 1996, White House

8:30 am - 9:00 am	Busses to White House Old Executive Office Building
9:00 am - 9:30 am	William A. Galston Professor, University of Maryland, and Expert on Character Development
9:30 am - 10:30 am	Reports by Chairs of Task Forces

10:45 am – 11:30 am	Response from Panel of Education Experts Paul Houston , Executive Director, American Association of School Administrators Stinson Stroup , Executive Director, Pennsylvania Association of School Administrators Gene Carter , Executive Director, Association for Supervision and Curriculum Development Sammy Quintana , President, National School Boards Association Victoria Baldwin , Principal in Residence, US Department of Education
11:30 am – 12:15 pm	Response from Panel of Government/Community Experts John Barth , Director, Education Policy Studies, National Governors' Association Raymond Cortines , Advisor, US Department of Education Harris Wofford , Chief Executive Officer, Corporation for National Service (invited)
12:15 pm – 1:45 pm	Lunch
2:00 pm – 3:00 pm	President Bill Clinton and First Lady Hillary Clinton (invited)
3:00 pm – 3:30 pm	Town Hall Meeting with: The Honorable Richard Riley Secretary, US Department of Education
3:30 pm – 3:45 pm	Closing

**Response Sheet for
The White House/Congressional Conference on Character Building
Sponsored by The Communitarian Network**

Name: _____

Organization: _____

Title: _____

Address: _____

Phone: _____

FAX: _____

E-Mail: _____

Birthdate: _____

(For White House security purposes)

S.S. Number: _____

(For White House security purposes)

____ Yes, I will be attending the White House/Congressional Conference on Character Building. Enclosed is my check for \$175 (or \$250 after April 30).

____ Additionally, ____ of my colleagues will be attending at the cost of \$125 each (or \$160 after April 30).

____ No, I cannot attend the conference, but please keep me posted regarding future events.

Please mail this response sheet in the enclosed business reply envelope (no postage necessary).

(Please make checks payable to The Communitarian Network or call 202/994-4981 to pay by VISA/MC/AMEX.)

**ELEMENTARY SPECIAL PROGRAMS**

15875 New Halls Ferry Road, Florissant, MO 63031-1299
(314) 839-9540 • Relay Service 1-800-735-2466

Larry Humphries, Ed.D.
Superintendent

Dorothy Ricketts, Ph.D.
Coordinator

NUMBER OF PAGES BEING TRANSMITTED: COVER PLUS 1

DATE: February 29, 1996

SENDING TO: White House, Washington D.C.

NAME: Mrs. Hillary Rodham Clinton

FAX NUMBER: (202) 456-6244

RECEIVED FROM: Peggy Higginbottom

DEPARTMENT: Gifted Association of Missouri and NEA

FAX NUMBER: 830-5714

***** *out of town* ***** *all of these days except* 4/2
IF YOU DO NOT RECEIVE ALL PAGES, OR COPY IS NOT LEGIBLE

PLEASE CALL: 839-9540

She is book

✓ *→ she would like to be notified if she can help with any educational projects (groups, clubs, etc.)*

domestic policy

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b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

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

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

RR. Document will be reviewed upon request.



Gifted Association of Missouri

P.O. Box 1495 • Jefferson City, Missouri 65102

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P6/(b)(6)

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P6/(b)(6) (H)

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Branson, Mo. 65616

417-334-5137 (W)

P6/(b)(6) (H)

2001

First Lady

Hillary Rodham Clinton

1600 Pennsylvania Avenue

NW 20500

Dear First Lady:

I will be attending the National Gifted meeting in Washington, D.C., March 3-5, 1996. I would very much like to speak with you concerning issues on education during this time. I am also a representative of NEA.

Thank you for your consideration in this matter.

Sincerely,

Peggy Higginbottom

Peggy Higginbottom, President
Gifted Association of Missouri



February 16, 1995

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American Association
of Community Colleges
American Association
of School Administrators
American Federation
of Teachers
American Red Cross
American Youth Soccer Organization
Association for College
and University Religious Affairs
Babe Ruth League
Big Brothers/Big Sisters of America
Black Coaches Association
Boys & Girls Clubs of America
Boys Town
Child Welfare League of America
Council of the Great City Schools
Covenant House
Crossroads of North Carolina
Family Service America
Fayetteville State University
4-H
Girls Incorporated
Goodwill Industries of America
The Heartwood Institute
Little League Baseball
Minnesota Center for
Corporate Responsibility
National Association
of Catholic School Teachers
National Association
of Secondary School Principals
National Association
of State Boards of Education
National Association
of Student Councils
National Catholic Educational
Association
National Council of La Raza
National Federation
for Catholic Youth Ministry
National Urban League
Quest International
San Francisco Giants
United Neighborhood Centers
of America
United Way of America
YMCA of the USA
Young Men's & Young Women's
Hebrew Association (NYC)
Youth Volunteer Corps of America

Dr. William A. Galston
Deputy Assistant to the President
The White House
Domestic West Wing, 2nd Fl.
Washington, DC 20500

Dear Dr. Galston:

We're delighted to now send you the latest copy of the Josephson Institute's magazine "Ethics - Easier Said Than Done", a special double issue that we think will be of special interest to you and your organization in the important role you play in influencing our nation's youth.

We are happy to make a limited quantity of this very timely issue available to your key staff members for just the cost of shipping, and have enclosed a copy of our earlier FAX to you detailing bulk shipping prices.

Again, please give us a call and we'll be happy to arrange payment and shipping details for you. We look forward to seeing you at our meeting on Monday, March 27, 1995 at the American Red Cross headquarters in Washington, DC -- if you haven't already done so, please let us know if you can attend!

Best regards,

Sharon Darrow

Character Counts! Coalition

Character Counts! is a project of the Josephson Institute of Ethics,
a nonprofit, tax-exempt, public-benefit organization.
Character Counts! is a service mark of the Joseph & Edna Josephson Institute of Ethics
and may not be used without permission.

4640 Admiralty Way
Suite 1001
Marina del Rey
CA 90292-6610
(310) 306-1868
FAX (310) 827-1864

January 6, 1995

Happy New Year to all the friends of Character Counts!

We're excited to tell you that hot off the press on January 20 will be a double issue of the Josephson Institute magazine "Ethics - Easier Said Than Done". The theme of this special Issue 27/28 will be "Heroes and Role Models" — one that we think is of particular interest to our Character Counts! Coalition and Advisory Council members. It includes a number of incisive interviews, including UCLA professor of sociology James Q. Wilson; Ted Koppel; our own Tom Selleck and Dr. Vic Hackley, plus many more.

If there are those in your organization for whom you feel that this focus on how role models influence the character development of youth has particular relevance, we'd like to send you this magazine for just the cost of postage. Limited quantities are also available for bulk shipping, with costs as follows:

Single copy (1st class)	\$ 2.62
Five copies (UPS ground)	\$ 4.30
10 " "	4.51
15 " "	5.01
20 " "	5.67
25 " "	6.60
30 " "	7.30
35 " "	8.27
40 " "	8.98
45 " "	9.77
50 " "	10.82

Please give us a call and we'll be happy to arrange payment and shipping details for you.

Sharon Darrow

Jozelle Smith

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

Ethics

Double Issue

EASIER SAID THAN DONE

1994/95 Issues 27 & 28

Trustworthiness

Respect

Responsibility

Justice & Fairness

Caring

Civic Virtue & Citizenship

Off With Their Pedestals

Heroes, Role Models and the Power of Moral Example

With contributions from:

Karen Grigsby Bates
Marian Wright Edelman
Marc Freedman
Francis Fukuyama
Robert Fulghum
Neal Gabler
Daniel Gross
Lloyd V. Hackley
Michael Josephson
William Kilpatrick
Joe Klein
Ted Koppel
Sylvester Monroe
Alvin F. Poussaint
Richard Rodriguez
Tom Selleck
James Q. Wilson

and reports on:

Sports role models
The Giraffe Project
Killing off our heroes
The benefits of mentoring
Twentysomething anti-heroes
The influence of media violence
Adolescent rolelessness in society

**THE
NATIONAL
CHARACTER
LABORATORY,
INC.**

A tax exempt, non-private foundation, under Secs. 501(c)(3) and 509(a)(2), I.R.C.
and CRIME PREVENTION COMMITTEE(of El Paso County) NCL's MODEL
CITY Project, not incorporated.
4635 Leeds Ave, El Paso, Texas 79903,
(915)562-5046, FAX 562-3110

The Honorable Bill Clinton, President
Attn: Mr. William Galston,
Deputy Assistant for Domestic Policy, EOP
Washington, D.C. 20500

Jan. 24, 1995

Dear President Clinton;

Your Administration has done more for character development than the four prior administrations combined, specifically by passing the ESEA, with the Domenici and Dodd Amendments, promoting character education in the schools.

We have just written you, attn: Mr. Jose Cerda, copy enclosed, regarding the next phase, which we suggest is to put character development into the corrections system, and Senator Domenici appears to agree with us. Will you please cooperate?

The main purpose of this letter is in reaction to a phone conversation with Ms. Kim Ross today on the subject of character research.

As explained in the enclosed copy of our memo, "Character Planning 227th Ed.," psychiatry back in 1968, declared the whole subject of character to be "politically incorrect" simply by removing the term from its manual.

As the enclosed copy of a letter from Dr. Pincus, of the American Psychiatric Assn. makes clear, the Association still takes the position that "character" does not exist. Therefore, there is no such thing as moral health, since the two terms are synonymous in basic meaning.

The Lilly Foundation, which had been supporting character research, stopped doing so in 1970, right after psychiatry removed the term from its manual in 1968. Also, the psychiatrist run NIMH has consistently refused to support character research. The last important research report on character, the one on PRAIRIE CITY was published in 1960! Thus character research has been dormant for over a generation.

In view of the serious moral problems in our society, this situation is ridiculous. Due to the lack of knowledge of or interest in the subject, there are few complaints about the lack of research. However, logic tells us that the federal government should support character research., in spite of the negative policy of psychiatry.

We already know, from prior research, that character is the primary determinant of human behavior, and that character consists of the moral values one has learned. Therefore, the U.S. Department of Education should logically support the research on character.

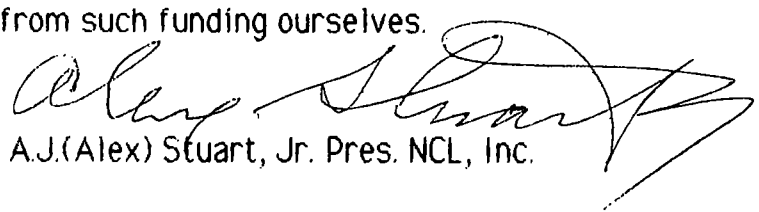
Would your Administration support legislation to this effect? We have previously submitted a proposed Character Education Act, which would accomplish this objective, copy enclosed.

We can submit more background information on the subject of character research if desired.

NCL itself does not compete for funds with other organizations which might do the actual research on character. Our main job with respect to research is to help researchers find funding. Therefore, we would not expect to benefit from such funding ourselves.

Respectfully,

Incls.


A.J.(Alex) Stuart, Jr. Pres. NCL, Inc.

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The Honorable Bill Clinton, President
Attn: Mr. Jose Cerda, EOP
Washington, D.C. 20500

Jan. 24, 1995

Dear President Clinton:

With regard to creating the new economy, government, and covenant that you want, a major consideration should be improving the moral health of the country, now beset by high crime rates, etc.

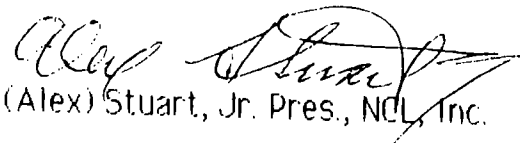
You have already taken major steps in that direction by signing the ESEA, including the Domenici and Dodd Amendments promoting character development in the public schools. This is a key part of Operation CHARACTER, and is indeed a major accomplishment. What next?

Our suggestion is character development in the corrections system. Senator Domenici wrote us his letter of Dec. 16th, copy enclosed, showing real interest in the subject, with appropriate legislation likely.

However, as we point out in the enclosed copy of a letter to your Department of Justice, your Administration's plan for juvenile justice research is based upon what we consider to be the popular but outmoded social control theory, not the more enlightened social support theory.

For a more comprehensive suggested plan for your administration's next two years, please see our FAX to you of Nov. 3rd. In closing, we look forward to great progress in moral health during the next two years, provided, of course, that your administration will continue cooperating.

Respectfully,


A.J. (Alex) Stuart, Jr. Pres., NCL, Inc.

Incls.

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CHARACTER PLANNING, 227TH EDITION, DEC. 8, 1994

This is one in a series of memos, helping to coordinate a project of NCL and the Crime Prevention Committee aimed at improving human behavior via character development.

This edition is an up-date of the 203rd edition, briefly describing NCL, the Crime Prevention Committee, the psychiatry theory, and Operation CHARACTER.

NCL is an interdisciplinary group of about 80 people and organizations interested in two things. First, we promote better use of prior research results on character. Secondly, we encourage more research. All are welcome to join, \$5 per year dues.

The Crime Prevention Committee is a local civic group of over twenty people, in El Paso, and which serves as a legislative lobby, being unincorporated.

When NCL started work in 1971, it soon discovered that its two missions were practically impossible to accomplish, for the simple reason that the whole subject of character had been dropped in academia. Investigation revealed that starting after World War II, psychiatry, which sets policy on mental health, including moral health, had gradually abandoned the Judeo-Christian system of moral values in favor of being "non-judgemental" about morality. This decision was reflected in eliminating the moral term "character" from its manual, in spite of the fact that the report on the definitive basic research on character conducted during the PRAIRIE CITY research had been published eight years earlier, in 1960.

This means that character was not longer "politically correct" with psychiatry, and that there is no such thing as moral health. Here is some factual proof of this.

Whereas we found six references to "character disorders" in the 1952 edition of psychiatry's basic Diagnostic and Statistical Manual(DSM I), the term "character" was completely eliminated in the DSM II of 1968, as well as in all subsequent editions, up through DSM IIIR. It no doubt remains so today in the new DSM IV, a copy of which we have not yet obtained.

Our communications with our legal leaders, the American Psychiatric Association, since the early 1970's have confirmed the above. Also, in a telephone conversation several years ago with Herbert Pardes, M.D., then president of the Association, he told us that the Association would never support teaching moral values for character development, and volunteered as the reason that "nobody knows right from wrong."

A recent letter from the Association's research director indicated that psychiatry still thinks that there is no such thing as "character" and that moral health is not a valid part of

mental health. Thus those of us who believe that character and moral health exist and should be developed by teaching moral values, and that moral health is an important part of mental health are outlaws, so far as psychiatry is concerned.

Our conclusion is that psychiatry has badly mismanaged the moral health of our society by setting seriously flawed policies. We call these discoveries the "psychiatry theory," which holds that psychiatry has unintentionally led a moral revolution, supported by many others, which has perverted our society, increased family breakdown, crime, etc.

Since psychiatry sits at the top of the structure of our society dealing with moral health, its policies are establishment policy, and can only be changed by psychiatry itself or by a higher authority, such as the federal government. We have been working on both approaches for twenty years.

We are happy to report that with the passage of the Domenici character education amendment to the Elementary and Secondary Education Act to pilot character education in public schools, a breakthrough has just been made in changing national policy on moral health. We plan to expand this next session with Rep. Tony Hall's Character Education Act, calling for a U. S. Department of Education national conference on character education.

We are also looking for sponsors for our proposed Character Corrections and Character Therapy Acts, which are intended to help improve the moral health policies in corrections and in psychiatry respectively. Copies are available upon request, also other supporting data.

Then too, we are working directly with state governments on what we call Operation CHARACTER, aimed at improving character development in the home, the schools, in corrections, and in welfare. We are encouraging other states to emulate West Virginia, our model state, by promoting character development in the schools and in corrections as it does, and which we believe gives the state the lowest crime rate in the country.

In order to provide federal funds for some of this, we are encouraging defunding the half billion a year DARE program, which we believe has been found to be an utter failure, in spite of its many powerful and enthusiastic supporters, including the U.S. Department of Justice.

We encourage readers of this memo to reproduce it and to help disseminate it, especially to leaders in our society such as Phyllis Schlafly, Beverly LaHate, William Bennett, James Dobson, Gary Bauer, etc. and government officials at all levels.

We realize that there are many ways other than those we propose for helping strengthen our society morally. Thus, we want to cooperate with all other organizations, including religious ones, interested in moral health. Just let us know what we can do to help.

We also welcome suggestions for improving our approach, including information that may prove useful in our endeavors. If you like what we are doing, join us!

Anyone interested in our activities is most welcome to join NCL for only \$5 per year, including our quarterly newsletter. NCL is also global, as is Operation CHARACTER.



1400 K Street, N.W.
Washington, D.C. 20005
Telephone: 202.682.6000
Fax: 202.682.6114

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August 31, 1994

A.J. Stuart, Jr.

President

The National Character Laboratory, Inc.

4635 Leeds Avenue

El Paso, Texas 79903

Dear Mr. Stuart:

Thank you for your letter regarding the omission of references to "character" in the DSM-IV.

We appreciate your regard for the American Psychiatric Association as the "policy setter on all things having to do with mental health" and "consider the DSM as the supreme written authority on mental health". However, it is important to be aware that the diagnostic criteria and topics in DSM-IV are intended to serve as guidelines to be informed by clinical judgement.

The empirical foundation for disorders included in the DSM-IV was established through comprehensive and systematic reviews of the published literature, reanalysis of already-collected data sets, and extensive issue-focused field trials. As you have pointed out, there is little empirical research on what defines "character", "character disorders", or "character as the moral component of personality", their relationship to psychiatric diagnosis or on the extent to which these subjective concepts can be operationalized for general use. Therefore, these terms not mentioned in the DSM-IV.

In addition, special efforts have been made in the writing of DSM-IV to incorporate an awareness that DSM-IV is used in culturally diverse populations in the United States and internationally. The inclusion of narrow culturally defined definitions of "character" or, as you extrapolate "moral health", in the DSM-IV would be inconsistent with the aim to incorporate an awareness of possible cultural context in psychiatric diagnosis.

Thank you again for your letter.

Sincerely,

Harold Alan Pincus, M.D.

Deputy Medical Director

Director, Office of Research

cc: Melvin Sabshin, M.D.

Jerry Weiner, M.D.

Mary Jane England, M.D.



THE
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and the CRIME PREVENTION COMMITTEE (of El Paso County) NCL's MODEL
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4635 Leeds Avenue

El Paso, Texas 79903 (915) 562-5046 (6FAX)

Sept. 11, 1990

The Crime Prevention Committee submits the following Character Education Bill to
replace two previous bills, the "Character Policy and Planning Bill of Nov. 19, 1989,"
and the Proposed "Character Research Bill" of May 7, 1989.

H.R. _____

Be it enacted by the Senate and House of Representatives of the United States
of America in Congress assembled.

Sec. 1 SHORT TITLE

This act may be cited as the "Character Education Act of 1990."

SEC. 2, PURPOSE

The purposes of this act are--

- (1) to encourage character development in public schools.
- (2) to have the Department of Education publish a pamphlet on character education
- (3) to have the Department of Education support character research.
- (4) to rename the Department of Education as the Department of Education and

Character.

SEC. 3 CHARACTER EDUCATION

Character education consists primarily of teaching moral values. This can be
done in the home, the schools, or even in the corrections system, but preferably in
the home and the schools and churches.

During the period 1830-50, in this country, moral education for youth was introduced
on an extensive scale, particularly in schools, with the result that during that period
excessive drinking, promiscuous sex and crime was dramatically reduced, and stayed
that way as long as moral values were emphasized at home and at school.

However, due in large part to the fact that psychiatry removed the word "character"
from its Diagnostic and Statistical Manual, and adopted a policy of opposing any form
moral education, the teaching of moral values has become unpopular with most educators.

In instances where this policy of psychiatry and education has been repudiated,
and moral values actually taught in public schools, the results have been miraculous.

A well publicized example is the San Marcos CA school district. After introducing a character development type program in its junior high school, in only two years, the pregnancy rate and the drug abuse in the high school dropped about 90% and the dropout rate went down 80%. Also academic achievement for the whole student body went up significantly, and these improvements were still holding four years after the program was introduced.

SEC. 2 ENCOURAGING CHARACTER DEVELOPMENT IN PUBLIC SCHOOLS.

The Department of Education will use its influence to encourage the teaching of moral values in public schools. As part of this effort, it will publish a pamphlet on character education for educators in public schools and teacher training programs. The pamphlet will clearly discriminate between value-free sex and drug education programs which are ineffective and moral value education programs which do work well.

SEC. 3, CHARACTER RESEARCH

Because psychiatry has removed the word "character" from its manual, most college textbooks in the behavioral sciences, including education, have ceased reporting the results of character research, thereby creating a black hole in academia on the subject of character and moral education. Most behavioral scientists are so ignorant about the subject that they have no interest in doing character research.

Also, no department of the government has the responsibility for supporting character research.

Therefore, the Department of Education will support character research, and will be re-named the Department of Education and Character, so that all concerned will know who in the federal government is responsible for supporting character research in general.

SEC 4, AUTHORIZATION OF APPROPRIATIONS

There are authorized to be appropriated to carry out this title \$30,000,000 for fiscal year 1993, and such sum as may be necessary for ensuing years. Amounts appropriated pursuant to this section are authorized to remain available until expended.

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
Washington, D.C. 20503-0001

LRM NO: 2460

FILE NO: 1392

9/7/95

LEGISLATIVE REFERRAL MEMORANDUM

Total Page(s): 62

TO: Legislative Liaison Officer - See Distribution below:
FROM: Janet FORSGREN (for) *Janet R. Forsgren*
Assistant Director for Legislative Reference

OMB CONTACT: Melissa Cook (395-3924)
Legislative Assistant's line (for simple responses): 395-7362

SUBJECT: Congressional Draft Bill on Comprehensive Public School Reform Partnership for the District of Columbia Act of 1995

DEADLINE: NOON Tuesday, September 12, 1995

In accordance with OMB Circular A-19, OMB requests the views of your agency on the above subject before advising on its relationship to the program of the President.

Please advise us if this item will affect direct spending or receipts for purposes of the "Pay-As-You-Go" provisions of Title XIII of the Omnibus Budget Reconciliation Act of 1990.

COMMENTS: The attached is a Congressional discussion draft of legislation to reform D.C. schools. Please refer to the cover sheet that identifies provisions that may be of interest to specific agencies. It is possible that this bill will be attached the FY 96 DC Appropriations bill. The H. Subcommittee mark up of the Approps bill is tentatively scheduled for September 14th.

AGENCIES:

30-EDUCATION - Jack Kristy - 2024018313
52-HHS - Sondra S. Wallace - 2026907760
59-INTERIOR - Jane Lyder - 2022086706
61-JUSTICE - Andrew Fois - 2025142141
69-National Aeronautics & Space Administration - Jeff Lawrence - 2023581948
71-National Council on Disability - Speed Davis - 2022722004
84-National Science Foundation - Lawrence Rudolph - 7033061060
92-Office of Personnel Management - James N. Woodruff - 2026061424
109-Smithsonian Institution - M. John Berry - 2023572962
118-TREASURY - Richard S. Carro - 2026221146

OGE

NEC

Close Hold !!!

Carro

FY11

EOP:

Ed DeSeve/M. Shaw
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Janet Forsgren

ED REA

CHUCK KIEFFER

LRM NO: 2460
FILE NO: 1392

_____ Concur

_____ No Objection

_____ No Comment

_____ See proposed edits on pages _____

_____ Other: _____

FAX RETURN of _____ pages, attached to this response sheet

The following provisions are likely to interest the noted agencies:

§212 (pp. 20-21): NASA, the Drug Enforcement Administration, the National Science Foundation, the Smithsonian, the Kennedy Center, and the National Gallery of Art (required to "explore the feasibility" of establishing charter schools)

§§340-342 (pp. 26-27): HHS (D.C. Mayor could cut off welfare benefits to parents who don't attend parent-teacher conferences)

§§407, 802 (pp. 31-32, 35): OPM (compensation of new D.C. "World Class Schools Panel" and new Director for D.C. assistance in ED's Secretary's office)

Titles II and XI (pp. 8-21 and 41-55): National Council on Disabilities (charter schools and low-income scholarships)

§1104 (pp. 42-48): Treasury (financing of new D.C. Scholarship Corporation)

Title XI (pp. 41-55): DOJ (separation-of-powers and Appointments Clause implications).

COMMITTEE ON ECONOMIC AND EDUCATIONAL OPPORTUNITIES

D.C. SCHOOL REFORM LEGISLATION

STAFF DISCUSSION DRAFT

AUGUST 30, 1995

The attached is a STAFF DISCUSSION DRAFT for reform of District of Columbia schools. It is being circulated for review and comment. It has NOT been endorsed by any Member of the Committee.

The STAFF DISCUSSION DRAFT was prepared at the request of the Speaker's Task Force on DC Schools. It draws upon recommendations of the DC School Board, the DC Superintendent of Schools, parent advisory groups, and many others in the community.

The following Titles are not included in the draft at this time, but will be supplied at a later date:

Title VI--Facilities Management and Repair

Title VII--Personnel Management and Budgeting Systems Upgrade

Title XII--Private Sector Partnerships

~~Please provide by 5:00 pm Friday, September 1, 1995 your comments on the bill.~~ To the maximum extent possible, provide written changes (insertions, deletions) on the draft text itself. Comments should be addressed to the attention of Kent Talbert, Room 230, Ford House Office Building (225-6558).

Attachment

August 28, 1995 discussion draft of Representative Gunderson's
Comprehensive Public School Reform Partnership
for the District of Columbia Act of 1995

Table of Contents

- §1. Short title.
- §2. Table of contents. [tba]
- §3. Findings. [tba]
- §4. Purpose.
- §5. Definitions.

TITLE I - DISTRICT OF COLUMBIA REFORM PLAN

- §101. Long-term plan.

TITLE II - PUBLIC CHARTER SCHOOLS

- §201. Charter petition.
- §202. Process for filing charter petitions.
- §204 [sic]. Process for granting or denying charter petitions.
- §204. Powers and duties of public charter schools.
- §206. Board of trustees of a public charter school.
- §207. Student admission, enrollment, and withdrawal.
- §208. Student transportation.
- §209. Filing grievances against a public charter school.
- §210. Charter renewal.
- §211. Process of revoking a charter.
- §212. Federal entities.

TITLE III - PARENTAL INVOLVEMENT AND EDUCATION

Part A - Even Start

- §301. Amendments to the Even Start statute.

Part B - Parent Attendance at Parent-Teacher Conferences

- §340. Establishment.
- §341. Submission of plan.
- §342. Reports to Congress.

TITLE IV - WORLD CLASS SCHOOLS PANEL

- §401. Establishment.
- §402. Duties of panel; vote by school board on recommendations.
- §403. Membership.
- §404. Consultation.
- §405. Administrative provisions.
- §406. Gifts.

- §407. Director and staff; experts and consultants.
- §407. [2nd] Termination of panel.
- §408. Authorization of appropriations.
- §409. Budget Act compliance.

TITLE V - PER CAPITA DISTRICT OF COLUMBIA
PUBLIC SCHOOL FUNDING

- §501. Annual calculation of students.
- §502. Funding formula.
- §503. Calculation of students.

TITLE VI - FACILITIES MANAGEMENT AND REPAIR [TBA]

TITLE VII - PERSONNEL MANAGEMENT
AND BUDGETING SYSTEMS UPGRADE [TBA]

TITLE VIII - DEPARTMENT OF EDUCATION "D.C. DESK"

- §801. Establishment.
- §802. Director for District of Columbia coordinated technical assistance.
- §803. Duties.

TITLE IX - RESIDENTIAL SCHOOL

- §901. Plan.
- §902. Future funding.
- §903. Facility. [tba]
- §904. Authorization of appropriations. [tba]

TITLE X - PROGRESS REPORTS AND ACCOUNTABILITY

- §1001. District of Columbia Council report.
- §1002. Superintendent's report.

TITLE XI - LOW-INCOME SCHOLARSHIPS

- §1101. Scholarship authorized.
- §1102. Eligibility.
- §1103. Amount of scholarship.
- §1104. District of Columbia Scholarship Corporation.
- §1105. Program phase-in.
- §1106. School participation.
- §1107. Participation requirements.

- §1108. Children with disabilities.
- §1109. Tuition and scholarship payments.
- §1110. Application procedures.
- §1111. Reporting requirements.
- §1112. Program appraisal.
- §1113. Judicial review.

TITLE XIV - PRIVATE SECTOR PARTNERSHIPS [TBA]

[DISCUSSION DRAFT]104TH CONGRESS
1ST SESSION**H. R. _____**

IN THE HOUSE OF REPRESENTATIVES

Mr. GUNDERSON introduced the following bill: which was referred to the
Committee on _____

A BILL

To improve education in the District of Columbia.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the "Comprehensive Public
5 School Reform Partnership for the District of Columbia
6 Act of 1995".

7 **SEC. 2. TABLE OF CONTENTS.**

8 The table of contents is as follows:

1 [To be supplied]

2 SEC. 3. FINDINGS.

3 [To be supplied]

4 SEC. 4. PURPOSES.

5 The purpose of this Act is to establish in the District
6 of Columbia a world-class system of life-time learning for
7 the 21st century that is on par with the best in other na-
8 tions through a partnership between the Federal govern-
9 ment, the District of Columbia, and the private sector.

10 SEC. 5. DEFINITIONS.

11 For purposes of this title the following terms have
12 the following meanings:

13 (1) The term "Board of Trustees" means the
14 governing board of a public charter school whose
15 members have been elected or selected pursuant to
16 a charter.

17 (2) The term "core curriculum" means the con-
18 cepts, knowledge, and skills in the content areas, at
19 a minimum in english, mathematics, science and his-
20 tory that students in the District of Columbia should
21 learn in kindergarten through 12th grade.

22 (3) The term "cost per student" is the amount
23 determined pursuant to section 502.

24 (4) The term "developer" means an individual
25 or group of individuals (including a public or private

1 nonprofit organization). which may include teachers.
2 administrators and other school staff. parents. or
3 other members of the local community in which a
4 public charter school project will be carried out.

5 (5) The term "District of Columbia public
6 schools" means any public school in the District of
7 Columbia offering classes between prekindergarten
8 through the 12th grade. [of general education diplo-
9 mas]. within the District of Columbia public school
10 system:

11 (6) The term "District" means the District of
12 Columbia Government.

13 (7) The term "eligible applicant" means a per-
14 son. group. organization. corporation. private. public
15 or quasi-public entity. or institution of higher learn-
16 ing. either for profit or nonprofit. that seeks to es-
17 tablish a public charter school in the District of Co-
18 lumbia public schools.

19 (8) The term "eligible chartering authority"
20 means the School Board or any federally chartered
21 or public university in the District of Columbia.

22 (9) The term "local educational agency" means
23 the School Board and any other public institution or
24 agency. including the Board of Trustees of a charter

5(5) -

(9)

1 school, that has administrative control and direction
2 of a public elementary or secondary school.

3 (10) The term "long-term reform plan" means
4 the 5-year comprehensive school reform strategy
5 submitted in accordance with the requirements of
6 section ____.

7 (11) The term "Mayor" means the Mayor of
8 the District of Columbia.

9 (12) The term "nonresident student" means—

10 (A) an individual under the age of 18 who
11 attends a District of Columbia public school
12 and does not have a parent residing in the Dis-
13 trict; or

14 (B) an individual over the age of 18 who
15 attends a District of Columbia public school
16 and does not reside in the District.

17 (13) The term "parent" means a person who
18 has custody of a child attending a public school, and
19 who—

20 (A) is a natural parent of the child;

21 (B) is a stepparent of the child;

22 (C) has adopted the child; or

23 (D) is appointed as a guardian for the
24 child by a court of competent jurisdiction.

25 (14) The term "poverty level" means ____.

1 (15) The term "promotion gate" means the cri-
2 teria developed by the Superintendent and approved
3 by the Board. that are used to determine student
4 promotion at different grade levels. Among the cri-
5 teria to be included in promotion gates are student
6 assessments that are reliable and free from bias and
7 to the greatest extent practicable, measure student
8 achievement of the core curriculum.

9 (16) The term "public charter school" means a
10 school that—

11 (A) is exempted from significant [District]
12 rules that inhibit the flexible operation and
13 management of public schools:

14 (B) is created by a developer as a public
15 school, or is adapted by a developer from an ex-
16 isting public school, and is operated under pub-
17 lic supervision and direction:

18 (C) operates in pursuit of a specific set of
19 educational objectives determined by the
20 school's developer and agreed to by the author-
21 ized chartering authority:

22 (D) provides a program of elementary or
23 secondary education, or both:

1 (E) is nonsectarian in its programs, admis-
2 sions policies, employment practices, and all
3 other operations.

4 (17) The term "District of Columbia School
5 Board" means the Board of Education of the Dis-
6 trict of Columbia.

7 (18) The term "Superintendent" means the Su-
8 perintendent of the District of Columbia public
9 schools.

10 (19) The term "teacher" means any person em-
11 ployed as a teacher by the School Board or by a
12 charter school.

13 **TITLE I—DISTRICT OF**
14 **COLUMBIA REFORM PLAN**

15 **SEC. 101. LONG-TERM PLAN.**

16 (a) IN GENERAL.—

17 (1) 5-YEAR PLAN.—The Superintendent, with
18 approval of School Board, shall submit to Congress
19 a long-term reform plan not later than January 31,
20 1996.

21 (2) CONSULTATION.—In developing the long-
22 term reform plan, the Superintendent shall—

23 (A) consult with School Board, mayor and
24 city council; and

5(6)(E)-

101(a)(2)(A)

1 (B) afford the public and interested orga-
2 nizations and groups an opportunity to present
3 their views and make recommendations regard-
4 ing the long-term plan. A summary of such rec-
5 ommendations and the Superintendent response
6 shall be included with the long-term plan.

7 (b) CONTENTS.—

8 (1) IN GENERAL.—The Long-Term Plan shall
9 address how the District of Columbia Public Schools
10 will become a world-class system of learning for the
11 21st century that is on par with the best learning
12 systems in other nations. The plan shall address the
13 following areas:

14 (A) Student achievement at nationally and
15 internationally-competitive levels.

16 (B) Creation of a performance-oriented
17 workforce.

18 (C) Family and community involvement
19 strategies.

20 (D) Management and budget practices.

21 (E) The rebuilding of school facilities.

22 (F) Local school governance, decentraliza-
23 tion, autonomy, and choice.

24 (c) AMENDMENTS TO Long-Term Plan.—The Super-
25 intendent, with the approval of the School Board, shall

10/10/2003-10/10/2003

(c)

1 submit any substantial amendment to the long-term plan
2 to Congress.

3 TITLE II—PUBLIC CHARTER 4 SCHOOLS

5 SEC. 201. CHARTER PETITION.

6 A petition for a public school charter shall be a writ-
7 ten proposed agreement between an eligible applicant
8 seeking to establish a public charter school and an eligible
9 chartering authority and the petition shall include the fol-
10 lowing:

11 (1) MISSION AND GOALS.—A statement defin-
12 ing the public charter school's mission and goals.

13 (2) NEEDS.—A statement of the need for a
14 public charter school, as proposed, in the geographic
15 area of the school site.

16 (3) INSTRUCTIONAL GOALS AND METHODS.—A
17 description of the school's instructional goals and
18 methods which includes at a minimum—

19 (A) the methods which will be used to pro-
20 vide the students with the knowledge, pro-
21 ficiency, and skills needed to become nationally
22 and internationally competitive students and
23 educated individuals in the 21st century, and to
24 perform competitively on any reliable and unbi-
25 ased District-wide assessments adopted by the

201(1) -

(31A)

1 School Board, such as those described in sec-
2 tion 402: and

3 (B) the methods that will be used to im-
4 prove student self-motivation, classroom in-
5 struction, and learning for all students.

6 (4) ACADEMIC ACHIEVEMENT.—A description
7 of the school's plan for evaluating student academic
8 achievement, and the procedures for remedial action
9 when a student's academic achievement falls below
10 the school's expectations.

11 (5) BUDGET.—A proposed operating budget for
12 the first 2 years of the public charter school that is
13 based on anticipated enrollment and contains a de-
14 scription of the method for conducting annual audits
15 of the schools' financial, administrative, and pro-
16 grammatic operations.

17 (6) OPERATION.—A description of the govern-
18 ance and operations of the school.

19 (7) POLICIES.—A description of the public
20 charter school's student enrollment, admission, sus-
21 pension, and expulsion policies and procedures, and
22 the criteria for making such decisions.

23 (8) HEALTH AND SAFETY.—The procedures for
24 ensuring the health and safety of students and staff.

201(3)(B) -

(8)

1 SEC. 202. PROCESS FOR FILING CHARTER PETITIONS.

2 (a) EXISTING SCHOOL.—In the case of an existing
3 public school, an eligible applicant—

4 (1) seeking to establish a public charter school
5 shall circulate a petition consistent with the require-
6 ments of section 201:

7 (2) shall provide a copy of the petition to the
8 parents of students, adult students, and employees
9 of the public school; and

10 (3) shall file the petition with the eligible char-
11 tering authority for approval only after it has been
12 signed by a majority of parents of students attend-
13 ing the school and has been endorsed by at least a
14 majority of full-time teachers at the school.

15 (b) NONPUBLIC SCHOOL.—In the case of an existing
16 private, nonpublic school, or home-based educational pro-
17 gram, an eligible applicant shall circulate a petition con-
18 sistent with the requirements of subsection (a).

19 (c) NEW SCHOOL.—In the case of an eligible appli-
20 cant intending to establish a new school, a petition for
21 a charter shall be filed that meets the requirements of sec-
22 tion 201.

23 ³ SEC. 203. PROCESS FOR GRANTING OR DENYING CHARTER
24 PETITIONS.

25 (a) PUBLIC HEARING.—Not later than 45 days after
26 a petition is filed, the eligible chartering authority shall

1 hold a public hearing on the provisions of the charter to
2 obtain information necessary for rendering its decision.

3 (b) NOTICE.—The eligible chartering authority shall
4 provide not less than 10 calendar days notice to the eligi-
5 ble applicant, parents, employees, and other parties af-
6 fected by the petition prior to holding a public hearing.

7 (c) APPROVAL OR DENIAL.—The eligible chartering
8 authority shall approve a petition if it determines that the
9 petition satisfies the requirements of this title.

10 (d) SCHEDULE.—The eligible chartering authority
11 may establish a schedule for receiving petitions and shall
12 make a copy of any such schedule available to all inter-
13 ested parties upon request.

14 (e) TIMETABLE.—The eligible chartering authority
15 shall grant or deny a petition not later than 45 days after
16 holding a public hearing.

17 (f) EXTENSION.—The eligible chartering authority
18 and the eligible applicant may agree to extend the 45-day
19 time period referred to in subsection (e) to not more than
20 an additional 30 days.

21 (g) CONDITIONAL GRANT.—The eligible chartering
22 authority may condition granting a petition upon the sat-
23 isfaction of certain conditions.

24 (h) EXPLANATION.—If the eligible chartering author-
25 ity denies a petition or finds it incomplete, it shall specify

203(5) .
(h)

1 in writing the reasons for its decision and indicate, when
2 appropriate, how the sponsor may revise the petition to
3 satisfy the requirements for approval.

4 (i) APPROVED PETITION.—Not later than 10 days
5 after granting approval of a charter, the eligible chartering
6 authority shall provide a written notice of the approval,
7 including a copy of the approved petition and any condi-
8 tions added by the eligible chartering authority to the eli-
9 gible applicant.

10 (j) PROHIBITION.—An eligible chartering authority
11 may not charge an eligible applicant a fee for processing
12 a request to obtain a charter or for granting a charter.

13 SEC. 204. POWERS AND DUTIES OF PUBLIC CHARTER
14 SCHOOLS.

15 (a) POWERS.—A public charter school shall be an en-
16 tity with all powers necessary for carrying out its charter
17 program, including the following:

18 (1) NAME.—To adopt a name and corporate
19 seal if the name selected includes the words "public
20 charter school".

21 (2) REAL PROPERTY.—To acquire real property
22 for use as its school facility, from public or private
23 sources, and in the case of public sources, by lease
24 or gift where the legal title to the real property is
25 vested in the District of Columbia.

1 (3) FUNDS.—To receive and disburse funds for
2 school purposes.

3 (4) CONTRACTS AND LEASES.—To make con-
4 tracts and leases, including provisions to procure or
5 purchase services, equipment, or supplies for school
6 purposes.

7 (5) GRANTS AND GIFTS.—To solicit and accept
8 any grants or gifts for school purposes.

9 (6) INDEPENDENCE.—To operate free from the
10 District of Columbia public school system policies
11 and regulations, to the extent consistent with the re-
12 quirements of this Act.

13 (7) OPERATION.—To be responsible for its own
14 operation, including preparation of a budget and
15 personnel matters.

16 (8) COMPLIANCE.—To comply with all the
17 terms and provisions of the charter.

18 (b) TUITION.—A public charter school shall not
19 charge tuition, except to nonresident students.

20 (c) CONTROL.—A public charter school shall exercise
21 exclusive control over its expenditures, administration,
22 personnel, and instructional methods within the limita-
23 tions imposed in this Act.

24 (d) AUDITS.—A public charter school shall be subject
25 to the same financial audits, audit procedures, and fidu-

204(a)(3) -
(d)

1 ciary requirements of a public school. If a public charter
2 school is unable to comply, the public charter school may
3 apply for a waiver to the School Board and state its rea-
4 son for requesting such a waiver.

5 (e) APPLICATION OF LAWS.—A public charter school
6 shall be subject to all Federal and local laws prohibiting
7 discrimination in education.

8 (f) GOVERNANCE.—A public charter school shall be
9 governed by a Board of Trustees in the manner consistent
10 with its charter and the provisions of this Act.

11 (g) ACCOUNTABILITY.—A public charter school shall
12 be accountable for meeting student academic achievement
13 expectations specified in the charter of the school and for
14 student performance on any District-wide reliable and un-
15 biased assessments adopted by the School Board, such as
16 those described in section 402.

17 (h) OTHER STAFF.—A public charter school shall not
18 require any staff of the District of Columbia public school
19 system to be employed at the public charter school.

20 (i) OTHER STUDENTS.—A public charter school shall
21 not require any students enrolled in the District of Colum-
22 bia public school system to attend the public charter
23 school.

24 (j) TAXES OR BONDS.—A public charter school shall
25 not levy taxes or issue bonds.

204(e) -
(j)

1 (k) CHARTER REVISION.—A public charter school
2 may not revise provisions of its charter without the ap-
3 proval of the eligible chartering authority that approved
4 its charter.

5 SEC. 206. BOARD OF TRUSTEES OF A PUBLIC CHARTER
6 SCHOOL.

7 (a) BOARD OF TRUSTEES.—The members of the
8 Board of Trustees of a charter school shall be elected or
9 selected pursuant to the approved charter.

10 (b) ELIGIBILITY.—Eligible participants for election
11 or selection to the Board of Trustees shall include any
12 teacher or staff member who is employed at the school.
13 any parent of a student attending the public charter
14 school, and any individual meeting selection or election cri-
15 teria set forth in the approved charter of a public charter
16 school.

17 (c) POWERS AND DUTIES.—The Board of Trustees—

18 (1) is exempt from rules established by the Su-
19 perintendent and School Board to the extent consist-
20 ent with this Act:

21 (2) shall set the policy for the educational focus
22 or approach of the school consistent with the char-
23 ter:

204(K) -

206(c)(2)

1 (3) shall not discriminate in the hiring and dis-
2 missal of school personnel as prohibited by Federal
3 and local laws:

4 (4) may enter into contracts and secure appro-
5 priate insurance:

6 (5) may make the final decisions on matters re-
7 lated to the operation of the school: and

8 (6) shall be accountable for meeting student
9 academic achievement expectations specified in the
10 charter of the school and for student performance on
11 any reliable and unbiased District-wide assessments
12 adopted by the School Board, such as those de-
13 scribed in section 402.

14 SEC. 207. STUDENT ADMISSION, ENROLLMENT, AND WITH-

15 DRAWAL.

16 A public charter school shall be open to all students
17 in the District of Columbia based on the space available.
18 except that the public charter school may limit enrollment
19 to specific grade levels or areas of focus of the school, such
20 as mathematics, science, or the arts, as provided in its
21 charter.

22 SEC. 208. STUDENT TRANSPORTATION.

23 (a) TRANSPORTATION.—The Superintendent and
24 School Board shall provide transportation to students at-
25 tending a public charter school on the same terms and

1 conditions as provided to students attending other District
2 of Columbia public schools.

3 (b) REDUCED FARES.—Students attending public
4 charter schools shall be eligible for reduced fares on the
5 District of Columbia public transportation system on the
6 same terms and conditions as provided to students attend-
7 ing other District of Columbia public schools.

8 (c) LOCAL EDUCATIONAL AGENCY.—A charter school
9 shall be considered a local educational agency and shall
10 be eligible for all forms of Federal assistance available to
11 the District, including basic, concentration, and targeted
12 grants pursuant to title I of the Elementary and Second-
13 ary Education Act of 1965 (20 U.S.C. 6301 et seq.) and
14 special education grants pursuant to the Individuals With
15 Disabilities Education Act (20 U.S.C. 1400 et seq.).

16 SEC. 209. FILING GRIEVANCES AGAINST A PUBLIC CHAR-
17 TER SCHOOL.

18 (a) GRIEVANCE.—A person, group, or entity may
19 present a grievance to the Board of Trustees of a public
20 charter school concerning any violation of the provisions
21 of the school's charter.

22 (b) ELIGIBLE CHARTERING AUTHORITY.—A person,
23 group, or entity may present a grievance appeal to the
24 eligible chartering authority that approved a school's char-
25 ter, if, after presenting the grievance to the Board of

208(b) -
209(b)

1 Trustees, that person, group, or entity believes the griev-
2 ance has not been adequately addressed.

3 (c) GRIEVANCE APPEAL.—The grievance shall be
4 presented to the eligible chartering authority in writing
5 not later than 180 days after submission of such grievance
6 to the Board of Trustees.

7 SEC. 210. CHARTER RENEWAL.

8 (a) TERM.—Each charter is limited to 5 years but
9 may be renewed for an unlimited number of additional 5-
10 year periods.

11 (b) RENEWAL.—The Board of Trustees of a public
12 charter school shall file an application with the eligible
13 chartering authority that approved the school's charter to
14 renew its charter not later than 120 days before the expi-
15 ration of the charter.

16 (c) APPLICATION.—The application to renew a char-
17 ter shall contain the following:

18 (1) REPORT.—A report on the progress of the
19 public charter school in achieving the goals, student
20 academic achievement expectations, and other terms
21 of the approved charter.

22 (2) FINANCIAL STATEMENTS.—The most recent
23 audited financial statements for the public charter
24 school.

1 (d) DECISION.—The eligible chartering authority
2 shall render a decision in writing not later than 60 days
3 after the date of the receipt of the application for renewal.

4 SEC. 211. PROCESS OF REVOKING A CHARTER.

5 (a) REVOCATION REQUEST.—The Superintendent
6 may file a request to revoke a public charter school with
7 the School Board if a public charter school has not sub-
8 stantially complied with applicable laws, its charter provi-
9 sions, or the student academic achievement expectations
10 set forth in the approved charter.

11 (b) REVOCATION.—

12 (1) FISCAL MISMANAGEMENT.—The School
13 Board may revoke a charter at any time if the public
14 charter school has failed to meet generally accepted
15 accounting standards of fiscal management.

16 (2) RENEWAL REVIEW.—Not later than 30
17 days after a decision to renew a charter by an eligi-
18 ble chartering authority other than the School
19 Board, the Superintendent may ~~be~~ recommended to
20 the School Board that a cha~~ter~~ter be revoked. Upon
21 receipt of the Superintendent's recommendation, the
22 School Board may, after a public hearing, revoke a
23 charter if the School Board finds that the public
24 charter school—

210(d) -
211(b)(2)

1 (A) committed a material violation of the
2 conditions, terms, standards, or procedures set
3 forth in the charter:

4 (B) failed to meet or pursue any of the
5 student academic achievement expectations
6 identified in the charter petition; or

7 (C) failed to meet generally accepted ac-
8 counting standards of fiscal management.

9 (c) PROBATION.—The School Board may place the
10 public charter school on a probationary status by estab-
11 lishing a remedial plan specifying the steps that the public
12 charter school shall take.

13 (d) FINAL DECISION.—The School Board shall
14 render a decision in writing not later than 60 days after
15 the date of the receipt of the request for revocation of a
16 charter.

17 SEC. 212. FEDERAL ENTITIES.

18 (a) IN GENERAL.—The following Federal agencies
19 and Federally-established institutions shall explore the
20 feasibility of establishing public charter schools—

21 (1) The Library of Congress.

22 (2) The National Aeronautics and Space Ad-
23 ministration.

24 (3) The Drug Enforcement Agency.

25 (4) The National Science Foundation.

211(6)25A)-

212(4)41

1 (5) The Smithsonian Institution, including the
2 National Zoological Park, the National Museum of
3 American History, the Kennedy Center for the Per-
4 forming Arts, and the National Gallery of Art.

5 (b) DETERMINATION.—Not later than 120 days after
6 the date of the enactment of this Act, each agency and
7 institution listed in subsection (a) shall make a determina-
8 tion regarding the feasibility of establishing public charter
9 schools.

10 (c) REPORT.—Not later than 270 days after the en-
11 actment of this Act, any such agency or institution that
12 has not petitioned an eligible chartering authority to es-
13 tablish one or more charter schools shall report to Con-
14 gress regarding the reasons for such decision.

15 TITLE III—PARENTAL 16 INVOLVEMENT AND EDUCATION

17 PART A—EVEN START

18 SEC. 301. AMENDMENTS TO THE EVEN START STATUTE.

19 Part B of title I of the Elementary and Secondary
20 Education Act of 1965 is amended—

21 (1) in section 1202(d)(1), by inserting “or
22 under section 1211.” after “subsections (a), (b), and
23 (c).”;

24 (2) in section 1206(b)(1), by striking “de-
25 scribed in subsection (a)” and

212(a)(5) -
301(2)

1 (3) by adding at the end a new section 1211 to
2 read as follows:

3 "DISTRICT OF COLUMBIA EVEN START INITIATIVE

4 "SEC. 1211. (a) RESERVATION OF FUNDS.—From
5 any amount appropriated to carry out this part for any
6 fiscal year in excess of \$102,024,000, the Secretary shall
7 if the Secretary determines that such excess amount is
8 sufficient, reserve the following amounts to make grants,
9 on a competitive basis, to assist eligible entities carry out
10 Even Start programs in the District of Columbia that
11 build on the findings of the Secretary's evaluation of the
12 Even Start program:

13 "(1) For fiscal year 1996, not more than
14 \$1,050,000 for up to 6 grants.

15 "(2) For fiscal year 1997, not more than
16 \$2,100,000 for up to 12 grants.

17 "(3) For fiscal year 1998 and each fiscal year
18 thereafter, not more than \$4,150,000 for up to 18
19 grants.

20 "(b) DEFINITION OF 'ELIGIBLE ENTITY'.—For the
21 purpose of this section, the term 'eligible entity' means
22 a partnership composed of at least—

23 "(1) one public school;

24 "(2) the a local educational agency for the Dis-
25 trict of Columbia, any other public or private non-

301 (3)

1 profit agency or organization, or an institution of
2 higher education; and
3 "(3) a private nonprofit community-based orga-
4 nization.

5 "(c) USES OF FUNDS: COST-SHARING.—(1) Each re-
6 cipient of funds under this section shall comply with sec-
7 tion 1204(a), relating to the use of such funds.

8 "(2) Each program funded under this section is sub-
9 ject to the cost-sharing requirement of section 1204(b)(1),
10 except that the Secretary may waive that requirement, in
11 whole or in part, for any eligible entity that demonstrates
12 to the Secretary's satisfaction that it otherwise would not
13 be able to participate in the program under this section.

14 "(d) PROGRAM ELEMENTS.—Each program assisted
15 under this section shall comply with section 1205, relating
16 to program elements.

17 "(e) ELIGIBLE PARTICIPANTS.—

18 "(1) IN GENERAL.—Individuals eligible to par-
19 ticipate in a program under this section are—

20 "(A) the parent or parents of a child described
21 in subparagraph (B), or any other adult who is sub-
22 stantially involved in the day-to-day care of the
23 child, who—

30/31

[ESGA, 1211(3)3]-
(EX1A)]

1 “(i) is eligible to participate in an adult
2 education program under the Adult Education
3 Act; or

4 “(ii) is attending, or is eligible by age to
5 attend, a public school in the District of Colum-
6 bia; and

7 “(B) any child, from birth through age 7, of an
8 individual described in subparagraph (A).

9 “(2) ELIGIBILITY REQUIREMENTS.—Section 1206(b)
10 applies to programs under this section.

11 “(f) APPLICATIONS.—Each eligible entity that wishes
12 to receive a grant under this section shall submit an appli-
13 cation to the Secretary at such time, in such manner, and
14 containing such information as the Secretary may require.

15 “(g) SELECTION OF GRANTEES.—In awarding grants
16 under this section, the Secretary shall—

17 “(1) use the selection criteria described in sub-
18 paragraphs (A) through (F) and (H) of section
19 1208(a)(1); and

20 “(2) give priority to applications for programs
21 that—

22 “(A) target services to schools in which a
23 schoolwide program is being conducted under
24 section 1114 of this title; or

1 “(B) are located in areas designated as
2 empowerment zones or enterprise communities.

3 “(h) DURATION OF PROGRAMS.—Section 1208(b) of
4 this part applies to grants made under this section, except
5 that—

6 “(1) references in that section to the State edu-
7 cational agency and to subgrants shall be read to
8 refer to the Secretary and to grants under this sec-
9 tion, respectively; and

10 “(2) notwithstanding section 1208(b)(4), the
11 Secretary shall not provide continuation funding to
12 a recipient under this section if the Secretary deter-
13 mines, after affording the recipient notice and an
14 opportunity for a hearing, that the recipient has not
15 made substantial progress toward achieving its stat-
16 ed objectives and the purpose of this section.

17 “(i) TECHNICAL ASSISTANCE AND EVALUATION.—
18 The Secretary may reserve not more than 10 percent of
19 the funds reserved for any fiscal year under subsection
20 (a) to provide technical assistance to eligible entities and
21 to evaluate programs carried out under this section, in-
22 cluding providing funds—

23 “(1) to one or more local nonprofit organiza-
24 tions to provide technical assistance to eligible enti-

301(3)

[ESA, 12/1/9X2X(B)-

(C)(1)]

1 ties in community development and coalition build-
2 ing: and

3 "(2) not to exceed 5 percent of the amount re-
4 served under subsection (a). to the National Center
5 for Family Literacy to provide technical assistance
6 to eligible entities."

7 **PART B—PARENT ATTENDANCE AT PARENT.**

8 **TEACHER CONFERENCES**

9 **SEC. 340. ESTABLISHMENT.**

10 (a) **POLICY.**—Notwithstanding any other provision of
11 law, the Mayor of the District of Columbia is authorized
12 to develop and implement a policy requiring all residents
13 with children attending a District of Columbia public
14 school system to attend and participate in at least 1 par-
15 ent-teacher conference every 90 days during the school
16 year.

17 (b) **WITHHOLD BENEFITS.**—The Mayor is authorized
18 to withhold payment of benefits received under the Aid
19 to Families with Dependent Children as a condition of
20 participation in these parent-teacher conferences.

21 **SEC. 341. SUBMISSION OF PLAN.**

22 If the Mayor elects to utilize the powers granted
23 under section 340, the Mayor shall submit to the Sec-
24 retary of Health and Human Services a plan for imple-
25 mentation. The plan shall include—

301(3)

[ESCA, 12/1(1)(2)]

340-341

- 1 (1) plans to administer the program;
- 2 (2) plans to conduct evaluations on the success
- 3 or failure of the program;
- 4 (3) plans to monitor the participation of par-
- 5 ents;
- 6 (4) plans to withhold and reinstate benefits;
- 7 and
- 8 (5) long-term plans for the program.

9 SEC. 342. REPORTS TO CONGRESS.

10 Beginning on October 1, 1996 and each year there-
11 after, the District shall annually report to the Secretary
12 of Health and Human Services and to the Congress on
13 the progress and results of the program outlined in section
14 340 of this Act.

15 **TITLE IV—WORLD CLASS**
16 **SCHOOLS PANEL**

17 SEC. 401. ESTABLISHMENT.

18 There is established a panel to be known as the
19 "World Class Schools Panel" (in this title referred to as
20 the "Panel").

21 SEC. 402. DUTIES OF PANEL; VOTE BY SCHOOL BOARD ON

22 **RECOMMENDATIONS.**

23 (a) IN GENERAL.—Not later than July 1, 1996, the
24 Panel shall recommend to the Superintendent and the
25 School Board the following:

341(1) -
402(a)

1 (1) A core curriculum for kindergarten through
2 12th grade that the Panel has developed or selected.

3 (2) Specific assessments for measuring student
4 achievement in such curriculum.

5 (3) Model professional development programs
6 for teachers on such curriculum.

7 (b) CONTENT.—The curriculum and assessments rec-
8 ommended under subsection (a) shall be either newly de-
9 veloped or existing materials that are judged by the Panel
10 to be—

11 (1) "world class", including having a level of
12 quality and rigor that is equal to, or greater than,
13 the level of quality and rigor of analogous curricula
14 and assessments of other nations (including nations
15 whose students historically score high on inter-
16 national studies of student achievement); and

17 (2) appropriate for the District of Columbia
18 public schools.

19 (c) VOTE ON RECOMMENDATIONS.—Not later than
20 July 15, 1996, the School Board shall vote on whether
21 to approve the recommendations of the Panel.

22 (d) SUBMISSION TO SECRETARY.—If the curriculum,
23 assessments, and model professional development pro-
24 grams recommended by the Panel are approved by the
25 School Board under subsection (c), the Superintendent

402(a)(1)

(d)

1 shall submit them to the Secretary of Education as evi-
2 dence of compliance with part A of title I of the Elemen-
3 tary and Secondary Education Act of 1965.

4 SEC. 403. MEMBERSHIP.

5 (a) NUMBER AND APPOINTMENT.—The Panel shall
6 be composed of 5 members appointed as follows:

7 (1) 2 members appointed by the Speaker of the
8 House of Representatives.

9 (2) 2 members appointed by the majority leader
10 of the Senate.

11 (3) 1 member appointed by the President.

12 (b) EXPERTISE.—The members of the Panel shall be
13 appointed from among individuals who are nationally rec-
14 ognized experts on education reform, including the areas
15 of curriculum, assessment, teacher training, and how re-
16 forms in the preceding three areas relate to comprehensive
17 education reform.

18 (c) TERMS.—The term of service of each member of
19 the Panel shall begin on the date of appointment of the
20 member and shall end on the date of the termination of
21 the Panel.

22 (d) CHAIRPERSON.—The members of the Panel shall
23 select a chairperson from among the members.

403(a)-
(d)

1 (e) DATE OF APPOINTMENT.—The members of the
2 Panel shall be appointed not later than 30 days after the
3 date of the enactment of this Act.

4 (f) COMMENCEMENT OF DUTIES.—The Panel may
5 begin to carry out its duties under this part when 3 mem-
6 bers of the Panel have been appointed.

7 (g) VACANCIES.—A vacancy on the Panel shall not
8 affect the powers of the Panel, but shall be filled in the
9 same manner as the original appointment.

10 SEC. 404. CONSULTATION.

11 The Panel shall conduct its work in consultation with
12 senior officials of the District of Columbia public schools
13 that have been identified by the Superintendent as having
14 relevant responsibilities.

15 SEC. 405. ADMINISTRATIVE PROVISIONS.

16 (a) MEETINGS.—The Panel shall meet on a regular
17 basis, as necessary, at the call of the chairperson or a ma-
18 jority of its members.

19 (b) QUORUM.—A majority of the members shall con-
20 stitute a quorum for the transaction of business.

21 (c) VOTING AND FINAL DECISION.—

22 (1) PROHIBITION ON PROXY VOTING.—No indi-
23 vidual may vote, or exercise any of the powers of a
24 member, by proxy.

1 (2) FINAL DECISIONS.—In making final deci-
2 sions of the Panel with respect to the exercise of its
3 duties and powers, the Panel shall operate on the
4 principle of consensus among the members of the
5 Panel.

6 (d) PUBLIC ACCESS.—The Panel shall ensure public
7 access to its proceedings (other than proceedings, or por-
8 tions of proceedings, relating to internal personnel and
9 management matters) and make available to the public,
10 at reasonable cost, transcripts of such proceedings.

11 SEC. 406. GIFTS.

12 The Panel may, during the fiscal year ending Sep-
13 tember 30, 1996, accept donations of money, property,
14 and personal services, except that no donations may be
15 accepted for travel or reimbursement of travel expenses,
16 or for the salaries of employees of the Panel.

17 SEC. 407. DIRECTOR AND STAFF: EXPERTS AND CONSULT-

18 ANTS.

19 (a) DIRECTOR.—The Chairperson of the Panel, with-
20 out regard to the provisions of title 5, United States Code,
21 relating to the appointment and compensation of officers
22 or employees of the United States, shall appoint a Director
23 to be paid at a rate not to exceed the rate of basic pay
24 payable for level V of the Executive Schedule.

405(CX2) -

407(a)

1 (b) APPOINTMENT AND PAY OF EMPLOYEES.—(1)

2 The Director may appoint not more than 6 additional em-
3 ployees to serve as staff to the Panel without regard to
4 the provisions of title 5, United States Code, governing
5 appointments in the competitive service.

6 (2) The employees appointed under paragraph (1)
7 may be paid without regard to the provisions of chapter
8 51 and subchapter III of chapter 53 of that title relating
9 to classification and General Schedule pay rates, but shall
10 not be paid a rate that exceeds the maximum rate of "basic
11 pay payable for GS-15 of the General Schedule.

12 (c) EXPERTS AND CONSULTANTS.—The Panel may
13 procure temporary and intermittent services of experts
14 and consultants under section 3109(b) of title 5, United
15 States Code.

16 (d) STAFF OF FEDERAL AGENCIES.—Upon the re-
17 quest of the Panel, the head of any department or agency
18 of the United States may detail any of the personnel of
19 such agency to the Panel to assist the Panel in its duties
20 under this part.

21 ⁴⁰⁸ SEC. 407. TERMINATION OF PANEL

22 The Panel shall terminate upon the completion of its
23 work, but not later than August 1, 1996.

1 SEC. 408. AUTHORIZATION OF APPROPRIATIONS.

2 There are authorized to be appropriated to carry out
3 this title \$2,000,000 for fiscal year 1996.

4 [SEC. 409. BUDGET ACT COMPLIANCE.

5 Any spending authority (as defined in subparagraphs
6 (A) and (C) of section 401(c)(2) of the Congressional
7 Budget Act of 1974) authorized by this title shall be effec-
8 tive only to such extent and in such amounts as are pro-
9 vided in appropriation Acts.]

10 **TITLE V—PER CAPITA DISTRICT**
11 **OF COLUMBIA PUBLIC**
12 **SCHOOL FUNDING**

13 SEC. 501. ANNUAL CALCULATION OF STUDENTS.

14 Beginning in fiscal year 1997, the District of Colum-
15 bia shall develop annual budgets for the District of Colum-
16 bia Public Schools on a per student basis.

17 SEC. 502. FUNDING FORMULA.

18 (a) ESTABLISHMENT OF FORMULA.—The District of
19 Columbia, in consultation with the School Board and Su-
20 perintendent, shall establish a formula, to be approved by
21 the [District of Columbia Appropriations Subcommittee],
22 to distribute funds to the District of Columbia public
23 schools on a per student basis. Such formula shall be used
24 by the District on an annual basis.

25 (b) CHANGES TO FORMULA.—Changes to the for-
26 mula established in section 402(a) shall be submitted to

1 the [District of Columbia Appropriations Subcommittee]
2 for approval.

3 SEC. 503. CALCULATION OF STUDENTS.

4 (a) ENROLLMENT.—The number of students enrolled
5 in the District of Columbia Public Schools for the 1995–
6 1996 school year shall be determined by the General Ac-
7 counting Office no later than 60 days after the date of
8 the enactment of this Act.

9 (b) CHILDREN COUNTED.—The number of students
10 shall be based on the number of individuals aged 5
11 through 18 who have met the minimum requirements for
12 daily attendance by the District of Columbia Public
13 Schools.

14 **TITLE VI—FACILITIES**
15 **MANAGEMENT AND REPAIR**

16 [TO BE SUPPLIED]

17 **TITLE VII—PERSONNEL MAN-**
18 **AGEMENT AND BUDGETING**
19 **SYSTEMS UPGRADE**

20 [TO BE SUPPLIED]

21 **TITLE VIII—DEPARTMENT OF**
22 **EDUCATION “D.C. DESK”**

23 SEC. 801. ESTABLISHMENT.

24 There shall be established within the Office of the
25 Secretary of the Department of Education a District of

1 Columbia Technical Assistance Office (in this title re-
2 ferred to as the "D.C. Desk").

3 SEC. 802. DIRECTOR FOR DISTRICT OF COLUMBIA COORDI-
4 NATED TECHNICAL ASSISTANCE.

5 The D.C. Desk shall be administered by a Director
6 for District of Columbia Coordinated Technical Assist-
7 ance. The Director shall be appointed by the Secretary
8 and shall not be paid at a rate that exceeds the maximum
9 rate of basic pay payable for GS-15 of the General Sched-
10 ule.

11 SEC. 803. DUTIES.

12 The Director of the D.C. Desk shall—

13 (1) coordinate a comprehensive technical assist-
14 ance strategy by the Department of Education for
15 the District of Columbia that supports the District
16 of Columbia public schools first year reforms and
17 long-term plan outlined in section ____:

18 (2) identify all Federal grants for which the
19 District of Columbia public schools are eligible to
20 apply to support implementation of its long term
21 plan:

22 (3) identify private and public resources avail-
23 able to the District of Columbia public schools that
24 are consistent with the long-term plan described in
25 section ____: and

- 1 (5) perform additional functions as assigned by
2 the Secretary which support reform in the District
3 of Columbia public schools.

4 **TITLE IX—RESIDENTIAL SCHOOL**

5 **SEC. 901. PLAN.**

- 6 (a) **IN GENERAL.**—The Superintendent may develop
7 a plan to establish a residential school within the bound-
8 aries of the District of Columbia for the 1997–1998 school
9 year.

- 10 (b) **REQUIREMENTS.**—If developed, the plan for the
11 residential schools shall include, at a minimum—

- 12 (1) options for the location of the school, in-
13 cluding renovation or building of a new facility:

- 14 (2) financial plans for the facility, including an-
15 nual costs to operate the school, capital expenditures
16 required to open the facility, maintenance of facili-
17 ties, and staffing costs:

- 18 (3) staff development and training, and

- 19 (4) other information requested by the [District
20 of Columbia Appropriations Subcommittee].

21 **SEC. 902. FUTURE FUNDING.**

- 22 The Superintendent shall identify in a report to the
23 District of Columbia Appropriations Subcommittee, future
24 non-Federal funding sources for the residential school.

803(5)-
902

1 Such report shall be submitted to the Subcommittee with
2 the District of Columbia budget. *Long*

3 SEC. 903. FACILITY.

4 [To be supplied].

5 SEC. 904. AUTHORIZATION OF APPROPRIATIONS.

6 [The District of Columbia is authorized to receive
7 \$5,000,000 for fiscal year 1996 for this title, not more
8 than \$500,000 of which may be used for section 901.]

9 **TITLE X—PROGRESS REPORTS**
10 **AND ACCOUNTABILITY**

11 SEC. 1001. DISTRICT OF COLUMBIA COUNCIL REPORT.

12 Not later than 30 days after the date of the enact-
13 ment of this Act, the Chairman of the District of Columbia
14 Council shall submit to Congress a report describing its
15 progress on legislative items consistent with section 1002.

16 SEC. 1002. SUPERINTENDENT'S REPORT.

17 Not later than August 1, 1996, the Superintendent
18 shall submit to Congress, the Mayor, and the Council a
19 progress report which includes the following:

20 (1) The status of implementation of core cur-
21 rriculum recommended by the Panel.

22 (2) The status of the development or adoption
23 of district wide assessments.

24 (3) The status of implementation of a policy
25 that establishes promotion gates.

1 (4) Identification of strategies to assist students
2 who do not meet promotion gate criteria.

3 (5) The status of implementation of a policy
4 which provides rewards and sanctions for individual
5 schools based on student performance on district
6 wide assessments.

7 (6) A description of the planning and imple-
8 mentation of a staff development institute in part-
9 nership with teachers which focuses on—

10 (A) enabling students to learn the new cur-
11 riculum; and

12 (B) ensuring a safe environment that is
13 conducive to learning.

14 (7) Assurances that the District of Columbia
15 School Board, after consultation with the Super-
16 intendent and teacher unions, has adopted a policy
17 for evaluation of and professional development for
18 principals and teachers and a performance-based
19 employee evaluation system.

20 (8) A description regarding how the private sec-
21 tor partnership described in title XII is working col-
22 laboratively with the District of Columbia School
23 Board to—

1 (A) develop and integrate rigorous aca-
2 demic studies with high quality workforce prep-
3 aration programs in secondary schools; and

4 (B) expand the "Jobs for DC Graduates"
5 program.

6 (9) An evaluation of policies adopted by the Su-
7 perintendent and District of Columbia School Board
8 which establishes incentive pay awards for staff of
9 the District of Columbia public school system who
10 meet annual performance goals based on student as-
11 sessments at individual schools.

12 (10) A description of how staffing decisions
13 have been revised to delegate staffing to individual
14 schools and transfer more decisionmaking to the in-
15 dividual school level.

16 (11) An description of policies adopted by the
17 District of Columbia School Board that require com-
18 petitive appointments.

19 (12) The status of implementation of policies
20 regarding alternative teacher certification require-
21 ments.

22 (13) An evaluation of teacher-licensing require-
23 ments.

1002(8YA)-

(13)

1 (14) A description of a policy to increase the in-
2 volvement of family in the education of students in-
3 cluding—

4 (A) development of Family Resource Cen-
5 ters:

6 (B) expansion of Even Start programs:
7 and

8 (C) increased parent involvement and edu-
9 cation opportunities.

10 (15) A description of a policy to allow a school
11 to be used after school hours as a community center.

12 (16) A description of a policy to increase the
13 participation of tutors and mentors for students be-
14 ginning not later than the 7th grade.

15 (17) A description of the status of management
16 and budget systems described in title VII.

17 (18) A description of the status of repair and
18 maintenance of District of Columbia school facilities
19 described in title VI.

20 (19) A description of the status of the District
21 of Columbia public school central office budget and
22 staffing reductions and a review of the market-based
23 provision of services provided by the central office to
24 schools.

1002(14) -
(19)

1 (20) The development by the Superintendent of
2 a Public School Voucher Choice System and adop-
3 tion by the School Board.

4 **TITLE XI—LOW-INCOME**
5 **SCHOLARSHIPS**

6 **SEC. 1101. SCHOLARSHIP AUTHORIZED.**

7 The District of Columbia Scholarship Corporation es-
8 tablished under section 1104 is authorized in accordance
9 with this title to award scholarships to students in grades
10 K-12 who—

- 11 (1) are District of Columbia residents; and
12 (2) whose families are at or below 185 percent
13 of the poverty level.

14 **SEC. 1102. ELIGIBILITY.**

15 (a) **IN GENERAL.**—A student who is entitled to re-
16 ceive a public school education in the District of Columbia
17 and who meets the criteria set forth in section ____, is
18 eligible for a scholarship.

19 (b) **INITIAL PRIORITY.**—Priority shall be given to
20 students currently enrolled in the District of Columbia
21 Public School System or preparing to enter kindergarten.

22 (c) **SUBSEQUENT PRIORITY.**—After the first year of
23 funding, priority shall be given to current scholarship re-
24 cipients.

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1102

1 SEC. 1103. AMOUNT OF SCHOLARSHIP.

2 (a) AWARDS.—From the funds made available under
3 this title, the District of Columbia Scholarship Corpora-
4 tion shall award scholarships to eligible students.

5 (b) PRO RATA REDUCTION.—If, after the District of
6 Columbia Scholarship Corporation determines the total
7 number of eligible applicants for an academic year sur-
8 passes the amount of funds available in a fiscal year to
9 fully fund all awards for that academic year, the amount
10 paid to each student shall be reduced proportionately.

11 SEC. 1104. DISTRICT OF COLUMBIA SCHOLARSHIP COR-
12 PORATION.

13 (a) GENERAL REQUIREMENTS.—

14 (1) IN GENERAL.—There is authorized to be es-
15 tablished a private, nonprofit corporation, to be
16 known as the "District of Columbia Scholarship
17 Corporation", which will not be an agency or estab-
18 lishment of the United States Government.

19 (2) DUTIES.—The Corporation shall have the
20 responsibility and authority to administer, publicize,
21 and evaluate the District of Columbia Scholarship
22 Program, and to determine student and school eligi-
23 bility.

24 (3) CONSULTATION.—The Corporation shall ex-
25 ercise its authority in a manner consistent with
26 maximizing educational choices and opportunities for

1 the maximum number of interested families, and in
2 consultation with other school scholarship programs
3 in the District of Columbia.

4 (4) APPLICATION OF PROVISIONS.—The Cor-
5 poration shall be subject to the provisions of this
6 Act, and, to the extent consistent with this section,
7 to the District of Columbia Nonprofit Corporation
8 Act (D.C. Code. 29-501 et seq.).

9 (5) RESIDENCE.—The Corporation shall have
10 its place of business in the District of Columbia and
11 shall be deemed, for purposes of venue in civil ac-
12 tions, to be a resident thereof.

13 (b) ORGANIZATION AND MANAGEMENT, BOARD OF
14 DIRECTORS.—

15 (1) MEMBERSHIP.—The Corporation shall have
16 a Board of Directors, comprised of 5 members ap-
17 pointed by the President not later than 60 days
18 after receipt of nominations of the Speaker and ma-
19 jority leader. The President shall appoint 3 of the
20 members from a list of 9 individuals nominated by
21 the Speaker of the House and the remaining 2 mem-
22 bers from a list of 6 individuals nominated by the
23 majority leader of the Senate. The Speaker of the
24 House and majority leader of the Senate shall sub-

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(5X11)

1 mit their nominations to the President no later than
2 60 days after enactment of this Act.

3 (2) AFFILIATION.—Not more than 3 members
4 of the Board appointed by the President may be
5 members of the same political party.

6 (3) POWERS.—All powers of the Corporation
7 shall vest in and be exercised under the authority of
8 its Board of Directors.

9 (4) ELECTIONS.—Members of the Board shall
10 annually elect 1 of their members to be chairman
11 and elect 1 of their members to be vice-chairman.

12 (5) RESIDENCY.—All members appointed to the
13 Board must be residents of the District of Columbia
14 at the time of appointment and while serving on the
15 Board.

16 (6) NON EMPLOYEE.—No member of the Board
17 may be an employee of the United States Govern-
18 ment or the District of Columbia when appointed
19 and during their tenure on the Board.

20 (7) INCORPORATION.—The members of the ini-
21 tial Board of Directors shall serve as incorporators
22 and shall take whatever steps are necessary to estab-
23 lish the Corporation under the District of Columbia
24 Nonprofit Corporation Act (D.C. Code 29-501 et
25 seq.).

1104(b)(2)-

(7)

1 (8) GENERAL TERM.—The term of office of
2 each member shall be 5 years. except that any mem-
3 ber appointed to fill a vacancy occurring prior to the
4 expiration of the term for which his predecessor was
5 appointed shall be appointed for the remainder of
6 such term.

7 (9) CONSECUTIVE TERM.—No member of the
8 Board shall be eligible to serve in excess of 2 con-
9 secutive terms of 5 years each. A partial term shall
10 count as 1 full term. Any vacancy in the Board shall
11 not affect its power, but shall be filled in a manner
12 consistent with this Act.

13 (10) NO BENEFIT.—No part of the income or
14 assets of the Corporation shall inure to the benefit
15 of any Director, officer, or employee except as salary
16 or reasonable compensation for services.

17 (11) POLITICAL ACTIVITY.—The Corporation
18 may not contribute to or otherwise support any po-
19 litical party or candidate for elective public office.

20 (12) NO OFFICERS.—The members of the
21 Board shall not, by reason of such membership, be
22 deemed to be officers or employees of the United
23 States.

24 (13) COMPENSATION.—The members of the
25 Board, while attending meetings of the Board or

1104(b)(e)-
(13)

1 while engaged in duties related to such meetings or
2 other activities of the Board pursuant to this Act.
3 shall be entitled to compensation at the rate of \$150
4 per day.

5 (c) OFFICERS AND STAFF.—

6 (1) EXECUTIVE DIRECTOR.—The Corporation
7 shall have an Executive Director, and such other of-
8 ficers and staff, as may be appointed by the Board
9 for terms and at rates of compensation to be fixed
10 by the Board.

11 (2) ANNUAL RATE.—No officer or employee of
12 the Corporation may be compensated by the Cor-
13 poration at an annual rate of pay which exceeds the
14 basic rate of pay in effect from time to time for level
15 IV of the Executive Schedule under section 5312 of
16 title V.

17 (3) CITIZENSHIP.—No individual other than a
18 citizen of the United States may be a director, offi-
19 cer, or employee of the Corporation.

20 (4) SERVICE.—All officers and employees shall
21 serve at the pleasure of the Board.

22 (5) QUALIFICATION.—Except as provided for
23 appointment of members of the Board, no political
24 test or qualification may be used in selecting, ap-
25 pointing, promoting, or taking other personnel ac-

1104(c)

1 tions with respect to officers, agents, or employees
2 of the Corporation.

3 (d) POWERS OF THE CORPORATION.—

4 (1) GENERALLY.—The Corporation is author-
5 ized to obtain grants from and make contracts with
6 individuals and with private, State, and Federal
7 agencies, organizations, and institutions.

8 (2) HIRING AUTHORITY.—The Corporation may
9 hire or accept the voluntary services of consultants,
10 experts, advisory boards, and panels to aid the Cor-
11 poration in carrying out the purposes of this Act.

12 (3) POWERS.—The Corporation shall have the
13 same powers conferred upon a nonprofit corporation
14 by the District of Columbia Nonprofit Corporation
15 Act (D.C. Code 29-501 et seq.).

16 (e) LIMITATION ON FEDERAL OBLIGATIONS.—Noth-
17 ing contained in this Act shall be construed to commit the
18 United States Government to provide any sums for the
19 payment of any obligation of the Corporation that exceeds
20 the amounts provided in advance in appropriation Acts.

21 (f) FINANCIAL MANAGEMENT AND RECORDS.—

22 (1) AUDITS.—The accounts of the Corporation
23 shall be audited annually in accordance with gen-
24 erally accepted auditing standards by independent
25 certified public accountants. The audits shall be con-

1104(d) -
(f)(1)

1 ducted at the place where the accounts of the Cor-
2 poration are normally kept. All books, accounts, fi-
3 nancial records, reports, files, and all other papers,
4 things, or property belonging to or in use by the
5 Corporation and necessary to facilitate the audits
6 shall be made available to the person conducting the
7 audit.

8 (2) REPORT.—The report by each such inde-
9 pendent audit shall be included in the annual report
10 to Congress required by this Act.

11 (g) FUNDING.—

12 (1) FUND.—There is hereby established in the
13 Treasury a fund that shall be known as the District
14 of Columbia Scholarship Fund, to be administered
15 by the Secretary of the Treasury.

16 (2) AUTHORIZATION.—There is authorized to
17 be appropriated to the Fund for each of the fiscal
18 years 1996 through 2000, such sums as necessary.

19 (3) AVAILABILITY.—Funds appropriated under
20 this Act shall remain available until expended.

21 (4) USES.—The funds authorized to be appro-
22 priated by this Act shall be used by the Corporation
23 in a prudent and financially responsible manner,
24 solely for its scholarships, contracts, and administra-
25 tive costs.

1104(F)(2)-

(9)

1 SEC. 1105. PROGRAM PHASE-IN.

2 Scholarships shall be awarded beginning the 1996-
3 1997 school year. The program shall operate for a period
4 of 5 years, unless renewed by statutory reauthorization.

5 SEC. 1106. SCHOOL PARTICIPATION.

6 (a) APPLICATION.—Any school that desires to accept
7 scholarship students for any school year shall express its
8 intention to do so with the Corporation by December 31
9 of the preceding school year. The school shall—

10 (1) certify that it has operated during that
11 school year with at least 25 students.

12 (2) assure that it will comply with all applicable
13 requirements, and

14 (3) provide a financial audit from an independ-
15 ent certified public accountant using generally ac-
16 cepted auditing standards from the prior fiscal year.
17 Not later than 60 days after receipt of these materials,
18 the Corporation shall certify the school's eligibility.

19 (b) NEW SCHOOLS.—A new school may apply for a
20 provisional certification for a single school year by provid-
21 ing to the Corporation by December 31 of the preceding
22 school year—

23 (1) a list of the organization's board of direc-
24 tors.

25 (2) letters of support from at least 10 members
26 of the community.

1 (3) a business plan, and

2 (4) intended course of study.

3 Not later than 60 days after receipt of these materials.

4 the Corporation shall grant approval unless clear cause ex-

5 ists to deny approval. After the first year of operation.

6 the school [may] apply for regular approval of eligibility.

7 (c) REVOCATION OF ELIGIBILITY.—Upon petition

8 from the parent of a scholarship student or on the Cor-

9 poration's own motion, the Corporation may, after notice

10 and hearing, revoke a school's eligibility for the following

11 year for good cause, including habitual violation of pro-

12 gram rules. Otherwise, eligibility shall continue on an an-

13 nual basis.

14 (d) EXEMPTIONS.—With the exception of non-

15 discrimination requirements, the Corporation may, upon

16 request and at its discretion, exempt schools from rules

17 under this program, including the minimum number of

18 students. The Corporation shall report any exemptions

19 granted, along with reasons why they were granted, in its

20 annual report to Congress described in section 1111.

21 SEC. 1107. PARTICIPATION REQUIREMENTS.

22 (a) PRIVATE SCHOOL RULES.—Private schools par-

23 ticipating in this program shall—

24 (1) not discriminate on the basis of race, color,

25 or national origin; or on the basis of a student's dis-

1 abilities if the school is equipped to provide an ap-
2 propriate education:

3 (2) abide by all applicable health and safety re-
4 quirements of the District of Columbia Public School
5 System:

6 (3) provide to the Corporation by June 30 of
7 each year an independent audit of financial condi-
8 tion:

9 (4) abide by all local regulations for private
10 schools in effect on August 31, 1995:

11 (5) not advocate race hatred or witchcraft; and

12 (6) provide data to the Corporation as set forth
13 in section ____ and conform to tuition requirements
14 as set forth in section ____.

15 (b) COMPLIANCE.—The Corporation may require
16 documentation of compliance with these rules, but neither
17 the Corporation nor any governmental entity may impose
18 additional requirements upon private schools as a condi-
19 tion of participation.

20 (c) WITHDRAWAL.—Schools may withdraw from the
21 scholarship program at any time, refunding to the Cor-
22 poration the proportion of scholarship payments for the
23 remaining days in the school year. If a school withdraws
24 during an academic year, it shall permit scholarship stu-
25 dents to complete the year at their own expense.

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1 SEC. 1108. CHILDREN WITH DISABILITIES.

2 Nothing in this Act shall affect students' rights or
3 the District of Columbia's obligations under the Individ-
4 uals with Disabilities Education Act.

5 SEC. 1109. TUITION AND SCHOLARSHIP PAYMENTS.

6 (a) TUITION AMOUNT.—The scholarship amount may
7 not exceed the school's tuition, expenses, and transpor-
8 tation or per-pupil operating and capital costs, whichever
9 is [greater]. Scholarship funds not used shall be returned
10 to the Corporation.

11 (b) PAYMENTS.—(1) By September 15 of each year
12 each school enrolling scholarship students shall report the
13 names, addresses, and grade level of each student to the
14 Corporation. Proportional scholarship payments shall be
15 made on October 15, January 15, and May 15. Schools
16 shall immediately report withdrawals of any scholarship
17 students and refund scholarship payments. New scholar-
18 ship students must be promptly reported to the Corpora-
19 tion.

20 (2) Payments shall be made to the school by elec-
21 tronic funds transfer. If such an arrangement is not avail-
22 able, the school shall submit an alternative proposal to the
23 Board for approval.

24 SEC. 1110. APPLICATION PROCEDURES.

25 (a) LIST OF ELIGIBLE SCHOOLS.—The Corporation
26 shall compile by January 31 of each year a list of the

1 names, addresses, phone numbers. admissions officials,
2 and grade levels of all eligible schools. The Corporation
3 shall make all information available for public examina-
4 tion.

5 (b) SCHOLARSHIP INFORMATION.—By December 31
6 of each year the Corporation shall provide to all public
7 school students in the District of Columbia information
8 regarding eligibility and application procedures for schol-
9 arships. It shall also give public notice of eligibility and
10 application procedures.

11 (c) SCHOLARSHIP APPLICATIONS.—

12 (1) APPLICATION.—Parents and guardians of
13 eligible students shall apply by February 28 of each
14 year for scholarships.

15 (2) AVAILABILITY OF APPLICATION.—Applica-
16 tion forms shall be provided by the Corporation. The
17 forms shall be readily available by mail from the
18 Corporation, in public facilities, and in eligible
19 schools.

20 (3) NOTIFICATION.—The Corporation shall no-
21 tify applicants of their eligibility by March 30.

22 (d) SCHOOL ADMISSIONS.—Students shall apply for
23 admission as scholarship students directly with eligible
24 schools. Admissions decisions shall be made by May 15.
25 and families must certify enrollment by June 15. A list

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1 of scholarship students who have accepted admission of-
2 fers, along with the student's address and grade level,
3 shall be provided by eligible schools to the Corporation by
4 June 30. Schools may maintain waiting lists for students.

5 SEC. 1111. REPORTING REQUIREMENTS.

6 Each school enrolling scholarship students shall an-
7 nually report, by July 30, in a manner prescribed by the
8 Corporation, the following data:

9 (1) Standardized test scores, if any, for scholar-
10 ship students.

11 (2) Grade advancement for scholarship stu-
12 dents.

13 (3) Disciplinary actions taken with respect to
14 scholarship students.

15 (4) Graduation, college admission test scores,
16 and college admission rates, if applicable.

17 (5) Types and amounts of parental involvement.

18 (6) Student attendance.

19 (7) General information on curriculum, pro-
20 grams, facilities, credentials of personnel, and dis-
21 ciplinary rules.

22 The Corporation shall require that no personal identifiers
23 be used in the body of such reports in order to preserve
24 confidentiality, but shall require a separate confidential
25 list to be provided.

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1 SEC. 1112. PROGRAM APPRAISAL.

2 (a) BIENNIAL STUDY.—After the program's fourth
3 year, the Corporation shall provide for a study of the pro-
4 gram's performance, including—

5 (1) comparison of test scores between scholar-
6 ship and nonscholarship students, including by in-
7 come level:

8 (2) graduation rates; and

9 (3) parental satisfaction.

10 (b) REPORT TO CONGRESS.—By September 1 of each
11 year, the Corporation shall report on the program's
12 progress to the relevant committees of the Senate and
13 House of Representatives.

14 SEC. 1113. JUDICIAL REVIEW.

15 The United States District Court for the District of
16 Columbia shall have jurisdiction over any legal challenges
17 to this program and shall provide expedited review. Par-
18 ents and children shall be deemed to have a separate
19 protectable interest and entitled to intervene as defendants
20 in any such action. The court shall render a prompt deci-
21 sion. Should the program or any part thereof be enjoined
22 or ruled invalid, the decision is directly appealable to the
23 United States Supreme Court.

24 **TITLE XII— PRIVATE SECTOR**
25 **PARTNERSHIPS**

26 **[TO BE SUPPLIED]**

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