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001. resume	Resume of Gina Blytgher (partial) (1 page)	n.d.	P6/b(6)
002. resume	Resume of Elizabeth L. Useem (partial) (1 page)	n.d.	P6/b(6)
003. resume	Resume of Michael Smith (partial) (1 page)	n.d.	P6/b(6)
004. resume	Resume of Linda D. Griedrich (partial) (1 page)	n.d.	P6/b(6)

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FOLDER TITLE:

[Public Education Fund Network] [3]

2011-0255-S

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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]

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Our Village Our Children

A Report to Philadelphia about its Children



Photo by Nita Winter

Prepared by Philadelphia Citizens for Children and Youth for



United Way
of Southeastern
Pennsylvania

8/31/94

CHILDREN ACHIEVING

No city with any significant number and diversity of students has ever succeeded in having a large proportion of its young people achieve at high levels. Until that occurs, all else in school reform in this country is prelude. The challenge is to create the learning environment in schools and communities that results in large majorities of all children, including low-income students, racial and language minorities and youngsters with disabilities, demonstrating high achievement.

The first city to do this job successfully can be Philadelphia. The school district and city has much on which to build a comprehensive, radically different performance based school system. City political leaders such as the Mayor and City Council President have created a sense of momentum. The business and foundation communities are poised to provide significant support, building on a history of prior support. There are a number of emerging as well as veteran grassroots and civic advocates for school change that are prepared now to galvanize the community. There is richness in the system itself. Chapter One School-wide Projects (more and longer than any other school system); small learning communities in the comprehensive high schools in the form of Charters, Academies and other programs such as the professional development network sponsored by PATHS/PRISM and the Philadelphia Schools Collaborative; the Writing Project and other teaching collaboratives; community schools. The Philadelphia Federation of Teachers has also demonstrated that it is reform minded. There is a history of commitment to reform up to and including the most recent set of proposals offered by the Acting Superintendent. And there are promising new developments such as the Commonwealth Court's order that will be based on the recommendations of a panel of distinguished educators.

A key precondition is to be clear about what must happen to succeed in having this city's children be the first to achieve at high levels. That vision or agenda must be the focal point of all we do. When anyone suggests anything, we must determine how the suggestion supports or detracts from the agenda. Anything that does not strongly and directly support the agenda should be placed on a back burner. That will not always be popular, but it is essential.

In broad terms, the agenda must consist of the following ten components:

I. **High expectations.** The operating assumption for all policies, all strategic plans and daily decisions at the classroom level must be permeated by the expectation that all students--including low-income, racial and language minorities and students with disabilities--will know and be able to do what they must in order to function effectively as adults. The way the system is structured,

standards are set, incentive systems designed and instruction implemented should have that ambitious expectation as the bedrock, driving assumption. Only then will we go back again and again and again, seeking new answers until we get it right to the questions how do we teach, where does learning take place, when does it occur and who shall teach. Small learning communities; enriched curriculum and teaching strategies; different teacher/student assignment patterns inside schools; work-site learning; student service learning; learning opportunities before and after school and on weekends; project-based learning are all examples of different answers to these questions. The non-traditional answers will become much more the norm as we tailor instruction for students. We will know when we get it right for each child when each child achieves the standards we have defined.

II. Performance driven. Trying hard is not good enough, either for us who work in the school district or, ultimately, for students. At the end of the day, we claim success only if students are successful in knowing and are able to do what they must to function effectively as good citizens and productive workers. We have failed if that does not occur.

There are four major features of a system that is performance driven:

Post-Graduation Success: Work and/or School. Whether a student is successful in the transition from school to work and/or from school to appropriate post-secondary education shall be the ultimate test of our success. Students must know there is a reason to work hard in school. If they do, then the system must deliver. Employers must make clear that it makes a difference how well students perform. They must also help by providing work-site learning opportunities and in helping design the standards necessary to successful employment. Two and four year colleges and proprietary schools, despite the attraction of simply filling seats with paying customers, must also set standards and be accountable for helping students meet and maintain them once admitted.

Post-graduation success can be measured by such indicators as the proportion of graduates entering nondead-end employment (defined, perhaps, as employment above the minimum wage) upon graduation and remaining employed in the same or a better job for a certain number of months out of the first two years. For students continuing their education, an illustrative measure of success could be the proportion of students successfully completing a first year and one-half of post-secondary education or receiving a terminal certificate from a proprietary school and entering employment in a nondead-end job. In addition to these ultimate indicators of success, interim indicators will be developed such as school transcripts that describe skills and knowledge a student has and/or a certificate of mastery on which employers can rely as expressing the skills a student brings to the job.

Standards for School Success. Having designed our ultimate objective or standard, we then can work back from that commitment to identify the standards from kindergarten through high school completion necessary to that successful transition beyond high school. What students must know and be able to do to function effectively as citizens and workers must be defined in measurable terms. That will be accomplished through a process that involves parents and neighborhoods, educators, the business community, civic leadership, colleges and universities, other non-profits, institutions important to the basic well-being of students and their families and elected officials. The standards must include at least math, science, English, history and geography. They may ultimately include other disciplines. They should also include evidence of good citizenship such as successful participation in student service to the community. Clearly, Philadelphia's Standards for School Success will be consistent with national and Commonwealth education goals.

Assessment. Standards are worthless if they are not measured and measured by valid and reliable assessment tools. Over reliance on multiple choice, nationally normed tests must be abandoned. Performance based assessment including projects and portfolios must be included. Reliance on criterion referenced assessment must be emphasized in contrast to having the norm be the standard. A norm only informs us about how our students are doing measured against other students. That can be misleading. If the norm is low, higher performance can appear satisfactory despite the possibility a student will, in fact, know very little. What we must know is how they are doing measured against a high standard. That can be done and still craft the assessment system so we can know how we are doing vis. how students in other states and cities perform on the same high standards.

Incentives. Incentives will apply both to educators and students. Intrinsic incentives will always be powerful. For a professional educator, the satisfaction that comes from succeeding with a youngster with a history of failure or helping a talented student stretch his horizons is unparalleled. Nonetheless, extrinsic incentives also have a role in a meaningful accountability system in a school district that is performance driven. Among the characteristics that should be considered are:

- Both school based personnel and system level personnel should be included.
- School team results, not individual teacher results, should be the focus.
- Increasing (or stagnating or decreasing) proportions of students meeting performance standards should be the key criterion.

- School team A's performance should be compared to School team A's previous performance.
- Student performance must be disaggregated by at least race, language, gender and disability and, if possible, income to ensure that increasing success is being achieved with all kinds of students.
- Consequences based on student performance should include financial and professional rewards, assistance for school teams having difficulty and penalties for school teams (and system wide personnel) that persistently or dramatically fail to improve student performance.
- All school teams should be eligible for rewards, not some predefined percentage.

A different incentive system is also necessary for students. Students must understand that there is real consequence attached to working hard and achieving in school. As noted earlier, post-graduation employment any/or admission to post-secondary education must be tied directly to school performance. As we design the incentive system for students, we must be careful to ensure that the system is prepared to teach students successfully and accountably as a precondition to applying high stakes to students.

The appropriate weaving of the web between standards, assessment, incentives and support of good teaching and learning as these things relate both to educators and to students will be a central feature of systemic change.

III. Local decision making. Professionals who are expected to produce results, reaping consequences based on those results, also have the right to determine how they practice their profession. Thus, significant authority to determine the nature of the school learning environment should move down the bureaucratic pipeline so that those closer to the students make more of the decisions that shape instruction. Parents should also be included in significant ways. Decentralized authority within cluster feeder patterns, schools and schools within schools should include personnel, budget, professional development, instructional strategies and curriculum, scheduling, student and teacher assignment inside the school, and, perhaps, discipline. While the precise nature and location of the authority/responsibility for these decisions must await fleshing out in detail this whole agenda, two principles that should govern those decisions are: (a) authority should be roughly commensurate with responsibility, and (b) when in doubt, decisions should be made by people closer to students.

The decentralization of authority obviously has significant implications for central authority. It will certainly mean a shift from a regulatory function to one more focused on service and technical assistance. It will also likely mean the opportunity for increased numbers of staff to work at the school level.

IV. Professional development. Most educators were taught in school and trained in college for an input driven, relatively low expectation, traditional classroom career. Most have had role models from the same background. Most have spent their whole careers teaching in that mode. To alter lifetime teaching and learning patterns will require very significant professional development.

The necessary professional development must be intensive and sustained. It will involve observing good practice, practicing good practice, being coached in good practice, reflecting on good practice and repeating the process. Professional development will be structured so that it does not rely on sitting occasionally at the feet of experts in workshops. It will emphasize scaffolding skill and knowledge teacher to teacher, being informed from time to time by both the opportunity to observe exemplary practice and to benefit from experts.

There are several areas that will require intensive professional focus in addition to the instructional process itself. Under a decentralized system, the school principal and the school team assume a pivotal role with dramatically increased authority, responsibility and accountability. Those new functions will require strong professional development support.

The more significant emphasis on the family and other community services and supports (see VI below) will require new professional development for school personnel as well as the personnel of other agencies, public and private. In addition, the management of comprehensive service sites with new uses of facilities and collaboration of personnel and programs will require training that largely does not presently exist.

V. Readiness for school. The first national goal is vital to school success and success beyond high school. Our task is immeasurably more difficult if students come to school unprepared. To create a condition for school readiness will require a deep partnership with families and communities and major responsibility accepted by those partners. There are at least three areas of focus important to school readiness.

Family support. Parents are a child's first teacher. With that in mind, we must be helpful to parents as they exercise that role. We can help them know that simple activities such as frequently reading and talking to their children are important. Creating opportunities for the parent(s) to complete school, continue

to build skills, even to learn to read if that is necessary can be important for a parent to provide family support. Creating the conditions in which the family is secure will pay multiple dividends for school readiness.

Health and social service. This element is addressed more fully below. It is particularly important in the earliest part of a child's life. Prenatal care, good prenatal nutrition, attention to drug and alcohol use during pregnancy are all vital. Good healthcare, nutrition and preventive health measures such as early immunizations are crucial.

Full day kindergarten, pre-kindergarten and child care. The evidence is strong that early education intervention, while not a panacea for later success, is an important, less costly, more effective route to later education success for many youngsters. Every child must have access to early childhood education--full day for five-year olds and half day with child care for three- and four-year olds. It is also important to note that the nature of the early childhood experiences is very significant. The efforts should be quality ones that are developmentally appropriate.

VI. Community services and supports. Children who are unhealthy, hungry, abused, ill housed, ill clothed or otherwise face the kinds of problems outside the school borne of poverty will not achieve at high levels. Therefore, it is imperative that initiatives be dramatically expanded to provide the necessary services and supports to reduce the impact of these major barriers to learning.

A brief word about the nature of the services and supports is necessary. The orientation should be a family centered one in contrast to a "treat the child" one. A family support system will develop the fabric of the family and community in a way that responding to symptoms in the child will not.

The services and supports should be accessible. While the school in many instances is and can be a good site, that is not imperative.

The services and supports should be both public and private, emphasizing potential strength that exists through neighborhoods. Religious institutions, private social service agencies and even informal block associations may well be as helpful as the official public institutions. However, schools and official health and social service institutions should have the affirmative responsibility for seeing to it that the needs of children and families are met.

In the context of services and supports, special mention should be made of addressing the issue of safety. Strategies to provide safe haven inside school is important. Strategies to ensure safety for students to and from school is

important. Again the whole community has a role. Schools and other institutions must provide leadership.

VII. Technology and instructional materials. The learning environment in which virtually all students learn at high levels will be one that is highly individual. A necessary part of individualization will be technology rich classrooms. Technology will be used as a tool of learning.

Technology in a performance based, accountable system will be significant in managing information so teachers, parents and administrators have the feedback regarding student performance that they need. It will productively inform instructional strategies, policy development, communication with various publics and management.

Technology can be crucial administratively. It will permit doing essential new things and old things better, quicker and more usefully. It will facilitate report development, inventory control, scheduling and hosts of other administrative matters.

Technology can be central to professional development. It is useful for teachers to observe good practice through video, communicate with fellow teachers via telecommunications, and develop access long distance to noted experts.

Instructional materials require particular mention for two reasons. First, with new high standards, it will be vital to have instructional material that richly supports those standards. Some of that will need to be provided by way of textbooks and other common sources. Increasingly, however, it will be important to equip school staffs to develop their own curriculum materials as the instructional strategies are designed to fit the needs of children. Second, whatever the nature of instructional materials, it is essential that the quantity be sufficient to meet the needs of students. It is intolerable to maintain a situation in which students are unable to do homework due to the lack of instructional materials.

VIII. Public engagement. Unless parents, civic leaders, elected officials, the business community, post-secondary educators and the wider citizenry understand and support radical change, we cannot sustain it.

There are at least two levels of strategic approaches to engaging the public. One relies on visible, often media-based, high profile campaigns that are of a public relations, public information variety. This approach helps create a climate that is receptive or even provocative of change.

The second, more difficult and more important strategy is one that is based in the neighborhoods and communities of a school district. It is a strategy of involvement. It seeks to develop a deep sense of stakeholding in the system and the results of the system. Under the best circumstances, those stakeholders--parents, employers, retired people dependent on a strong economy, local residents who wish to live in a peaceful neighborhood--will insist on and contribute to good school system results. A community organizing, community involvement approach is required. The stakeholders can be encouraged and supported by the school district, but must be independent of the school district if they are to be strong partners with the school district.

IX. Resources. There are four observations to be made about resources. First, it is essential that we are clear and the wider public is clear that we are using present resources efficiently and as productively as possible. As we become more and more focused on the mission as it is reflected in a performance driven system, we can reduce, shift responsibility for and even eliminate activity not central to that mission. At least in part that will mean we can shift more resources to direct instruction, which lies at the heart of the central mission.

Second, time for students and time for staff must be available. With respect to students, time must become the variable while standards become the constant. That will require additional time for at least half of the students before school, after school, on weekends and during the summer if they are to meet the high standards. With respect to teachers, they will require additional non-instructional time for professional development, contact with parents and community, planning and school based decision making.

Third, a number of the other essential components outlined above have significant financial implications.

Fourth, taking into account the other resource related factors, the equity of resource distribution within the city and the state must be addressed. Finally, after determining a definition of adequacy in the context of creating a learning environment in which all students learn at high levels, adequate resources must be provided.

X. Comprehensive and integrated. The agenda is not a "pick and choose menu." We must approach the challenge of education reform in a comprehensive and integrated way. If one or more features of the whole agenda is not implemented, its power to yield high achievement by all students will be significantly diminished.

2. Memoranda of Agreement

- A. List of Community Planning Committee
- B. Michael Smith, PATHS/PRISM
- C. Joan M. Reeves, City of Philadelphia, Children and Families Cabinet
- D. Estelle B. Richman, City of Philadelphia, Department of Public Health
- E. David A. Ricci, The Germantown Hospital and Medical Center
- F. Judy L. Brody, Northwest Region, School District of Philadelphia
- G. Emanuel V. Freeman, Germantown Settlement
- H. Deitra E. Spence, Robert Fulton Elementary School
- I. John S. Hackman, John B. Kelly Elementary School
- J. Carol A. Mullin, Anna Lane Lingelbach School
- K. Samuel J. Gotlieb, Clarence E. Pickett Middle School
- L. Barbara Daly, John Wister School

Philadelphia Comprehensive School Health Initiative Partners

Leann Ayers
Executive Director
Office of Family Centers
City of Philadelphia

Catherine Balsley
Health Education, Room 321
School District of Philadelphia

Gina Blyther
PATHS/PRISM

Dr. Judy Brody
Regional Superintendent
Northwest Region
School District of Philadelphia

Shelly Caplan
Director of Operations
Department of Human Services
City of Philadelphia

Jeff Cline
Germantown Hospital and Medical Center

Stephen Cox
PATHS/PRISM

Barbara Daly
Wister Elementary School

Linda Friedrich
PATHS/PRISM

Samuel Gotlieb
Principal Pickett Middle School

John Hackman
Kelly Elementary School

Herbert Hazan
School Health Services
School District of Philadelphia

Kimberley Imperiale
Assistant Health Commissioner
Department of Public Health
City of Philadelphia

Jalma Marcus
Germantown Hospital and Medical Center

Joe Merlino
La Salle University

Carol Mullin
Lingelbach Elementary School

Melissa Orner
Office of Categorical Programs
School District of Philadelphia

Michael Smith
PATHS/PRISM

Rosetta Smith
Covenant House Health Services

Deitra Spence
Fulton Elementary School

Betsey Useem
PATHS/PRISM

Seven Benjamin Franklin Parkway
Suite 700
Philadelphia, PA 19103-1294
(215) 665-1400
(215) 864-2494 (fax #)

MEMORANDUM



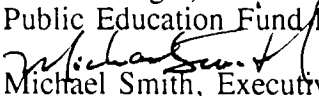
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Mellon/PSFS
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Drexel University
M. Christine Young-Thomas
Leeds Middle School

TO: Richard Tagle, Robin Jacobowitz, and Alison Lavin
Public Education Fund Network

FROM: 
Michael Smith, Executive Director

SUBJECT: Philadelphia Comprehensive School Health Initiative

DATE: December 20, 1994

PATHS/PRISM is delighted to serve as the convener of the Philadelphia Comprehensive School Health Initiative Program (PCSHI) partnership. We believe that our involvement in PCSHI will enhance our effectiveness in advocating for school reform in Philadelphia by broadening and deepening our knowledge of comprehensive student health services. Further, we believe that PATHS/PRISM through this project can play an important role in linking the improvement of teaching and learning with the integration of education, health, and social services.

Philadelphia has a rich array of programs attempting to integrate the eight components of comprehensive school health. While the planning grant will use one "test bed" site, the overall purpose of the grant will be to share the learnings from this site on a city-wide basis.

While PATHS/PRISM has not been involved in the Central Germantown Family Center at Pickett Middle School, it has a history of providing professional development and curriculum reform opportunities to the schools in the cluster. For example, Pickett is part of the Arts Empower Program funded by the William Penn Foundation and Lingelbach is part of the After School Arts program funded by a consortium of foundations and corporations.

As part the Philadelphia Comprehensive School Health Initiative program, PATHS/PRISM agrees to:

- ▶ hire and supervise an ethnographer who will observe and document group meetings, interview participants and provide feedback to the whole group;
- ▶ participate in analyzing the ethnographic data collected about barriers to collaboration, issues around communication and interaction, and lessons to be shared;
- ▶ convene and facilitate regular meetings of the community planning committee;
- ▶ provide staff support to implement the planning process as detailed in the staffing and budget sections of the narrative;
- ▶ participate in reflective discussions as a part of regular meetings; and
- ▶ collaborate with other planning grant partners in the planning of grant activities.

We look forward to engaging in building sustainable partnerships to insure that all families and children receive necessary health care and that allow children to improve their abilities to make informed choices about their own health.



CITY OF PHILADELPHIA

CHILDREN AND FAMILIES CABINET

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Commissioner
Department of Human Services

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Barbara J. McLean

Philadelphia Housing Authority
John F. White, Jr.

Police Department
Richard Neal

School District
David Hornbeck

December 21, 1994

Richard Tagle
Comprehensive School Health Initiative
Public Education Fund Network
601 Thirteenth Street
NW Suite 290 North
Washington, DC 2005-3808

Dear Mr. Tagle:

The Children & Families Cabinet: Office of Family Centers is delighted to be part of the Philadelphia Comprehensive School Health Initiative Program (PCSHI) partnership. We are involved in student health services as part of the Pickett Community School (Family Center in Pickett Middle School) and in initiatives promoting school-based (community-based) health services through our Family Center Initiative. The PCSHI will create a framework to improve existing collaboration and therefore comprehensive student health services program.

As part of the Philadelphia Comprehensive School Health Initiative program, the Office of Family Centers agree to:

- participate in reflective processes designed to uncover barriers to collaboration, issues around communication and interaction, and lessons to be shared;
- work with an ethnographer who will observe and document group meeting, interview participants and provide feedback to the whole group;
- attend regular meetings of community planning committee;
- incorporate our learnings into the development of additional Family Centers;

- participate in reflective discussions as a part of regular meetings; and;
- collaborate with other planning grant partners in the planning grant activities.

We will communicate learnings from the process to other constituencies and use new knowledge to shape planning for future comprehensive student health services.

We look forward to building sustainable partnership to ensure that all families and children receive necessary health care and that allow children to improve their abilities to make informed choices about their own health and health in the community.

Sincerely,



JOAN M. REEVES
CHAIR

cc: Robin Jacobowitz
Alison Lavin

JMR:rm

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**CITY OF PHILADELPHIA
DEPARTMENT OF PUBLIC HEALTH
OFFICE OF THE COMMISSIONER
M E M O R A N D U M**

Date : December 23, 1994

**To : Richard Tagle, Robin Jacobowitz, and Alison Lavin
Comprehensive School Health Initiative
Public Education Fund Network
601 Thirteenth Street, NW Suite 290 North
Washington, D.C. 2005-3808**

From : Estelle B. Richman, Commissioner

Estelle B. Richman

Re : Philadelphia Comprehensive School Health Initiative

On behalf of the City of Philadelphia Department of Public Health, I am delighted to offer support and a commitment to participate in the Philadelphia Comprehensive School Health Initiative Program (PCSHI) partnership. The Department has a long-standing tradition of involvement in student health services in the City. Most recently, we have worked intensively with the Family Center at Pickett Middle School in Germantown.

The framework to improve existing collaboration and comprehensive student health services will greatly enhance work that is currently taking place in the Northwest region and elsewhere in the City. As part of the Philadelphia Comprehensive School Health Initiative program, the Department of Public Health agrees to:

- participate in reflective processes designed to uncover barriers to collaboration, issues around communication and interaction, and lessons to be shared;
- attend regular meetings of community planning committee;
- collaborate with other planning grant partners in the planning grant activities.

We look forward to building sustainable partnerships to insure that all families and children receive necessary health care and that allow children to improve their abilities to make informed choices about their own health and health in the community.

KI:amd



The Germantown Hospital and Medical Center

ONE PENN BOULEVARD

PHILADELPHIA, PENNSYLVANIA 19144

DAVID A. RICCI, FACHE
EXECUTIVE VICE PRESIDENT

(215) 951-8020
FAX # (215) 843-5779

TO: Richard Tagle, Robin Jacobowitz, and Alison Lavin
Comprehensive School Health Initiative
Public Education Fund Network
601 Thirteenth Street, NW Suite 290 North
Washington, DC 2005-3808

FR: David A. Ricci
Executive Vice President
The Germantown Hospital and Medical Center

DT: December 21, 1994

RE: Philadelphia Comprehensive School Health Initiative

The Germantown Hospital and Medical Center is delighted to be part of the Philadelphia Comprehensive School Health Initiative (PCSHI) program partnership.

An integral component of the Hospital's community outreach efforts involves student health services. Germantown Hospital has committed to provide health care services at the Pickett Middle School which has been designated as a Community School as well as a Family Center. Hospital staff periodically conduct health screenings at area elementary and middle schools, as well as area high schools, with the latter also including TB and HIV/AIDS program elements. Additionally, the Hospital is working with the administration, faculty, and the Home-School Association of the Robert Fulton Elementary School in Germantown to establish, at first, an array of school-linked health services, and ultimately a comprehensive school-based health clinic. We believe that the PCSHI will create a framework to markedly improve the collaborative efforts of the many organizations currently involved in student health services.

As part of the Philadelphia Comprehensive School Health Initiative program, The Germantown Hospital and Medical Center agrees to:

- ☐ participate in reflective processes designed to uncover barriers to collaboration, issues around communication and interaction, and lessons to be shared;

- ☐ work with an ethnographer who will observe and document group meetings, interview participants and provide feedback to the whole group;
- ☐ attend regular meetings of a community planning committee;
- ☐ collaborate with other planning grant partners in activities of the planning stage;
- ☐ communicate learning from the process to other constituencies and use new knowledge to shape planning for future comprehensive student health services.

We look forward to building sustainable partnerships to insure that all families and children receive necessary health care that allow children to improve their abilities to make informed choices about their own health and health in the community.

**THE SCHOOL DISTRICT OF PHILADELPHIA
NORTHWEST REGION
LEEDS MIDDLE SCHOOL
MT. PLEASANT AND WOOLSTON AVENUES
PHILADELPHIA, PENNSYLVANIA 19150**

OFFICE OF THE REGIONAL SUPERINTENDENT

TELEPHONE (215) 248-0040

December 19, 1994

TO : Richard Tagle, Robin Jacobowitz, and Alison Lavin
Comprehensive School Health Initiative
Public Education Fund Network

FROM : Judy L. Brody
Northwest Regional Superintendent

SUBJECT : Philadelphia Comprehensive School Health Initiative

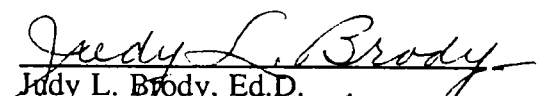
The Northwest Region of the School District of Philadelphia is delighted to be part of the Philadelphia Comprehensive School Health Initiative Program (PCSHI) partnership. The Kelly, Pickett, Lingelbach Fulton and Wister Schools are part of the Pickett Community School Program. The PCSHI will create a framework to improve existing collaboration and effectively provide comprehensive student health services to children and their families in the community.

As part of the Philadelphia Comprehensive School Health Initiative program, the Northwest Region agrees to:

- participate in reflective processes designed to uncover barriers to collaboration, issues around communication and interaction, and lessons to be shared;
- work with an ethnographer who will observe and document group meetings, interview participants and provide feedback to the whole group;
- attend designated meetings of community planning committee;
- participate in reflective discussions as a part of regular meetings; and
- collaborate with other planning grant partners in the planning grant activities.

As we work to improve the collaborative process with our partner organizations outside the school, we will also work within the school and district to integrate the eight components of a comprehensive school health program.

We look forward to building sustainable partnerships to insure that all families and children receive necessary health care and that allow children to improve their abilities to make informed choices about their own health and health in the community.


Judy L. Brody, Ed.D.
Northwest Regional Superintendent

JLB:ne

26

GERMANTOWN SETTLEMENT

AGING SERVICES

324 East High Street
Phila., PA 19144-1104
(215) 849-7288

Subsidiaries

- * Germantown
Community Center, Inc.
- * Greater Germantown
Housing Development
Corporation

48 East Penn Street

Philadelphia, Pa. 19144-2308

Administrative & Development Office

(215) 849-3104 Fax: (215) 843-7264

CHILDREN/YOUTH SERVICES

45 W. Maplewood Mall
Phila., PA 19144-2810
(215) 848-6842

DATE: December 23, 1994

TO: Richard Tagle, Robin Jacobowitz, and Alison Lavin
Comprehensive School Health Initiative
Public Education Fund Network
601 Thirteenth Street, NW Suite 290 North
Washington, DC 2005-3808

FROM: Emanuel V. Freeman, Director

RE: Philadelphia Comprehensive School Health Initiative

Germantown Settlement (GS) is pleased to participate in partnership with others to implement the Philadelphia Comprehensive School Health Initiative Program (PCSHI). GS has been involved with promoting student health service as part of our agency mission and, most recently, as part of program planning for "school-based, school-linked" health services at the Central Germantown Family Center, (CGFC) located at the Clarence E. Pickett Middle School. GS is under contract to manage the CGFC under the auspices of the City of Philadelphia, Office of Family Centers. As the managing entity we will provide access to other needed programs/services for children and their families, such as, housing, energy assistance, youth peer counseling, job placement/referral, elderly services and child health advocacy.

As part of the PCSHI program, Germantown Settlement agrees to:

- participate in reflective processes designed to uncover barriers to collaboration, issues around communication and interaction, and lessons to be shared;
- work with an ethnographer who will observe and document group meetings, interview participants and provide feedback to the group;



A United Way Agency

.... Over 109 Years Of Service

Page 2 Comprehensive School Health Initiative

- attend regular meetings of community planning committees to address issues regarding advisory/governing boards, policy and protocol development;
- participate in reflective discussions as a part of regular meetings; and
- collaborate with other planning grant partners in the planning grant activities.

We will communicate learning from the process to other constituencies and use new knowledge to shape planning for future comprehensive student health services.

We look forward to building sustainable partnerships to insure that all families and children receive necessary health care and that allow children to improve their abilities to make informed choices about their own health and health in the community.

**Haines Street E. of Germantown Avenue
Philadelphia, PA 19144**

Phone: 951-4005

TO: Richard Tagle, Robin Jacobowitz, and Alison Lavin
Comprehensive School Health Initiative
Public Education Fund Network
601 Thirteenth Street, NW Suite, 290 North
Washington, DC 2005-3808

RE: Philadelphia Comprehensive School Health Initiative

As part of the Philadelphia Comprehensive School Health Initiative program, Fulton School agrees to:

- As we work to improve the collaborative process with our partner organizations outside the school, we will also work within the school and district to integrate the eight components of a comprehensive school health program.

We look forward to building sustainable partnerships to insure that all families and children receive necessary health care that allow children to improve their abilities to make informed choices about their own health and health in the community.

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THE SCHOOL DISTRICT OF PHILADELPHIA
JOHN B. KELLY SCHOOL
PULASKI AVENUE AND HANSBERRY STREET
PHILADELPHIA, PENNSYLVANIA 19144-4022

TELEPHONE (215) 951-4011
FAX (215) 951-4182

COUNSELOR, 1ST FLOOR: 951-4039
COUNSELOR, 2ND FLOOR: 951-4169

Date: December 20, 1994

To: Richard Tagle, Robin Jacobowitz, and Alison Lavin
Comprehensive School Health Initiative
Public Education Fund Network
601 Thirteenth Street, NW Suite 290 North
Washington, DC 2005-3808

From: John S. Hackman, Principal *JSH*
John B. Kelly Elementary School

Re: Philadelphia Comprehensive School Health Initiative

John B. Kelly School is delighted to be part of the Philadelphia Comprehensive School Health Initiative Program (PCSHI) partnership. John B. Kelly School is part of the Pickett Community School Program. The PCSHI will create a framework to improve existing collaboration and therefore comprehensive student health services.

As part of the Philadelphia Comprehensive School Health Initiative program, John B. Kelly School agrees to:

- . participate in reflective processes designed to uncover barriers to collaboration, issues around communication and interaction, and lessons to be shared;
- . work with an ethnographer who will observe and document group meeting, interview participants and provide feedback to the whole group;
- . attend designated meetings of community planning committee;
- . participate in reflective discussions as a part of regular meetings; and
- . collaborate with other planning grant partners in the planning grant activities.

As we work to improve the collaborative process with our partner organizations outside the school, we will also work within the school and district to integrate the eight components of a comprehensive school health program.

We look forward to building sustainable partnerships to insure that all families and children receive necessary health care and that allow children to improve their abilities to make informed choices about their own health and health in the community.

SCHOOL DISTRICT OF PHILADELPHIA
ANNA LANE LINGELBACH SCHOOL
WAYNE AVENUE AND JOHNSON STREET
PHILADELPHIA, PENNSYLVANIA 19144-3799

(215) 951-4001

COUNSELOR 951-4092

Memorandum

Date: December 20, 1994

To: Richard Tagle, Robin Jacobowitz, and Alison Lavin
Comprehensive School Health Initiative
Public Education Fund Network
601 Thirteenth Street, NW Suite 290 North
Washington, DC 2005-3808

From: Carol A. Mullin, Aux. Principal
Lingelbach School
Wayne Ave. & Johnson St.
Philadelphia, Pa. 19144

Re: Philadelphia Comprehensive School Health Initiative

The Lingelbach School is pleased to be part of the Philadelphia Comprehensive School Health Initiative Program (PCSHI) partnership. The Lingelbach School is part of the Pickett Community School Program as one of the feeder elementary schools to the Pickett Middle School and as a member of the Community School Advisory Committee. The PCSHI will create a framework to improve existing collaboration and, therefore, comprehensive student health services.

As part of the Philadelphia Comprehensive School Health Initiative program, the Lingelbach School agrees to:

- participate in reflective processes designed to uncover barriers to collaboration, issues around communication and interaction, and lessons to be shared;
- work with an ethnographer who will observe and document group meetings, interview participants, and provide feedback to the whole group;
- attend designated meetings of community planning committee;
- participate in reflective discussions as a part of regular meetings; and
- collaborate with other planning grant partners in the planning grant activities.

As we work to improve the collaborative process with our partner organizations outside the school, we will also work within the school and district to integrate the eight components of a comprehensive school health program.

The Lingelbach School looks forward to building sustainable partnerships to insure that all families and children receive necessary health care and are allowed to improve their abilities to make informed choices about their own health and health in the community.

THE SCHOOL DISTRICT OF PHILADELPHIA
CLARENCE E. PICKETT MIDDLE SCHOOL
WAYNE & CHELTEN AVENUES
PHILADELPHIA, PENNSYLVANIA 19144-3391
Phone: (215) 951-4002

MEMORANDUM

December 20, 1994

To: Richard Tagle, Robin Jacobowitz, and Alison Lavin
Comprehensive School Health Initiative
Public Education Fund Network
601 Thirteenth Street, NW Suite 290 North
Washington, DC 2005-3808

From: Samuel J. Gotlieb, Principal
Clarence E. Pickett Middle School 

Re: Philadelphia Comprehensive School Health Initiative

The Clarence E. Pickett Middle School is delighted to be part of the Philadelphia Comprehensive School Health Initiative Program (PCSHI) partnership. Pickett Middle School is part of the Pickett Community School Program. It houses the Community School and the Family Center for the cluster. The PCSHI will create a framework to improve existing collaboration and therefore comprehensive student health services.

As part of the Philadelphia Comprehensive School Health Initiative program, the principal or his designee agrees to:

- participate in reflective processes designed to uncover barriers to collaboration, issues around communication and interaction, and lessons to be shared;
- work with an ethnographer who will observe and document group meeting, interview participants and provide feedback to the whole group;
- attend designated meetings of community planning committee;
- participate in reflective discussions as a part of regular meetings; and
- collaborate with other planning grant partners in the planning grant activities.

As we work to improve the collaborative process with our partner organizations outside the school, we will also work within the school and district to integrate the eight components of a comprehensive school health program.

We look forward to building sustainable partnerships to insure that all families and children receive necessary health care and that allow children to improve their abilities to make informed choices about their own health and health in the community.

THE SCHOOL DISTRICT OF PHILADELPHIA
JOHN WISTER SCHOOL
WAKEFIELD AND BRINGHURST STREETS
PHILADELPHIA, PENNSYLVANIA 19144-2388

TELEPHONE (215) 951-4003

COUNSELOR 951-4040

Memorandum

Date: December 20, 1994

To: Richard Tagle, Robin Jacobowitz, and Alison Lavin
Comprehensive School Health Initiative
Public Education Fund Network
601 Thirteenth Street, NW Suite 290 North

From: Barbara Daly, Principal, Wister School

Re: Philadelphia Comprehensive School Health Initiative

Wister School is delighted to be part of the Philadelphia Comprehensive School Health Initiative Program (PCSHI) partnership. Wister School is part of the Pickett Community School Program. The PCSHI will create a framework to improve existing collaboration and therefore comprehensive student health services.

As part the Philadelphia Comprehensive School Health Initiative program, Wister School agrees to:

- * participate in reflective processes designed to uncover barriers to collaboration, issues around communication and interaction, and lessons to be shared;
- * work with an ethnographer who will observe and document group meeting, interview participants and provide feedback to the whole group;
- * attend designated meetings of community planning committee;
- * participate in reflective discussions as a part of regular meetings; and
- * collaborate with other planning grant partners in the planning grant activities.

As we work to improve the collaborative process with our partner organizations outside the school, we will also within the school and district to integrate the eight components of a comprehensive school health program.

We look forward to building sustainable partnerships to insure that all families and children receive necessary health care and that allow children to improve their abilities to make informed choices about their own health and health in the community.

3. Staff Resumes

- A. Gina L. Blyther, Program Officer
- B. Stephen R. Cox, Director
- C. Elizabeth L. Useem, Senior Fellow
- D. Michael Smith, Executive Director

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. resume	Resume of Gina Blytgher (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

[Public Education Fund Network] [3]

2011-0255-S

rc216

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]
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- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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

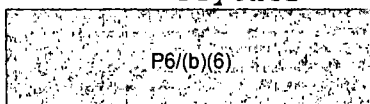
PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

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

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

Gina Blyther



[001]

PROFESSIONAL EXPERIENCE:

PATHS PRISM, PHILADELPHIA, PA

Present

Program Officer

- Manage a science education program for elementary, middle and high schools.
- Coordinate a city school wide algebra program.
- Responsible for teacher professional development and student enrichment program for three feeder pattern clusters.
- Work closely with Philadelphia School District administrators to improve education in the public schools.

NATIONAL WILDLIFE FEDERATION, WASHINGTON, DC

1992 - 1994

Earth Tomorrow Coordinator

- Developed, implemented, promoted, and directed the urban environmental education program for the nation's largest environmental education organization.
- Develop program curriculum, and create partnerships with environmental educators, universities, public school systems, corporations and local community groups.
- Manage the recruitment, selection, and training of high school students, teachers, college mentors, consultants, and instructors.
- Coordinate students' community environmental projects and newsletter.
- Prepare and manage program budget in excess of \$150,000.
- Write grants, and assisted in raising \$91,000 for the program.
- Implemented changes during 1993/1994 that resulted in a 65% reduction in program costs.

PHILADELPHIA ZOOLOGICAL GARDEN, PHILADELPHIA, PA

1982 - 1992

Lead Keeper of the Small Mammal House (1987 - 1992)

- Responsible for the overall operation and management of 200 specimens and 1-4 animal keepers.
- Implemented breeding programs and behavior studies.
- Formally lectured to school students, zoo visitors and docents about conservation and the urban environment.
- Featured on TV, in videos and magazines.
- Increased the attendance to the SMH by designing new exhibits, displaying interesting animals, and increasing keeper/public interaction.
- Published papers on the estrus cycle of the O. afer (aardvark) and on general aardvark husbandry.
- Trained 20 animal keepers.

Animal Keeper (1983 - 1987)

- Cared for a large variety of reptiles, primates, carnivores, hoofed stock, marsupials and birds.
- Mastered reptile handling techniques, and was poisonous snake trained during 1984.
- Hand reared infant primates and successfully reintroduced them to their family groups.
- Established alliances with zoos throughout the world.

Animal Health Assistant (1982)

- Administered medications to animals and assisted veterinarians during surgery.
- Aided in the taking and developing of radiographs.
- Cared for hospitalized exotic animals.
- Analyzed fecal, blood, urine and water samples.
- Improved physical therapy program for injured animals.

PHILADELPHIA PUBLIC SCHOOL SYSTEM, PHILADELPHIA, PA

1985 - 1992

Substitute Teacher

- Taught science to inner city students in grades K-12.
- Developed lessons with a concentration in environmental education, conservation biology, and zoology.
- Utilized unique audio-visual materials to capture the attention of the students and stimulate them to learn.
- Motivated and instilled in the students the importance of taking an active role in improving their community and preserving the natural environment.

EDUCATION:

Bachelor of Arts, Biology
Messiah College, Grantham, PA

GRADUATE COURSEWORK:

Topics in Quantitative Biology, Rutgers University
Sociological Found. of Ed., West Chester University

ACTIVITIES/ACCOMPLISHMENTS:

MEMBER - ADVISORY BOARD National Wildlife Federation 1994

MEMBER - NORTH AMERICAN ASSOCIATION FOR ENVIRONMENTAL ED. 1992 -

MEMBER - NAAEE Multicultural Environmental Education Comm, 1992 -

WORLD TRAVELER - VISITED OVER 25 COUNTRIES, 1977 -

COURSE - CPR AND FIRST AID TRAINING, March 1994

PRESENTER - NAAEE CONFERENCE, September 1993

PRESENTER - NWF's CONSERVATION SUMMIT, July 1993

PRESENTER - ALLIANCE FOR ENVIRONMENTAL EDUCATION, June 1993

MEMBER - CAREER DEVELOPMENT COMMITTEE Philadelphia Zoo, 1983-1992

MEMBER - SICK AND LATE COMMITTEE Philadelphia Zoo 1987-1992

CHAIRPERSON - ANIMAL COMMITTEE Philadelphia Zoo, 1988

RECORDING SECRETARY - AFSCME LOCAL 752, 1985-1988

FACILITATOR - LABOR/MANAGEMENT Philadelphia Zoo, 1985

FOUNDER/PRESIDENT - BLACK STUDENT UNION Messiah College, 1981-1983

EMPLOYMENT HISTORY

1990- PATHS/PRISM
Present Comprehensive Regional Center for Minorities
Philadelphia, PA

DIRECTOR - CRCM

Duties as the Principle Investigator and Director for the National Science Foundation's Comprehensive Regional Center for Minorities, and the Director of Operations for PATHS/PRISM: The Philadelphia Partnership for Education include research; development and implementation of science, engineering, and mathematics programs that will significantly increase the number of African-American, Latino and Native American students in SEM careers; management of a \$4 million budget and staff to support off-site projects; development of a computerized tracking system which will keep an annual record of the students' developments and advances; preparation of the Philadelphia CRCM for the National Advisory Committee; overall planning and direction of the CRCM for the next 10 years.

1986-1991 Temple University
School of Business and Engineering
Philadelphia, PA

ADJUNCT PROFESSOR

1983-1986 Unity Construction Corporation
Philadelphia, PA

PRESIDENT/CEO

Managed construction sites in Pennsylvania, New Jersey, Ohio, and Florida; the overall planning, scheduling, construction management, and project financing were my primary responsibilities.

1978-1983 Philadelphia Industrial Development Corporation
Philadelphia, PA

ASSISTANT DIRECTOR OF PROJECT FINANCING

Responsible for the coordination of the financial analysis and loan packaging activities; travelled nationally to attract large labor intensive firms to expand their operations in the Philadelphia market - tax exempt financing (Industrial Revenue Bonds); responsible for financing projects of public and private development in excess of \$4 million, which are represented by structures like: The Wyndham Franklin Plaza Hotel, the SmithKline Beecham Corporate Headquarters, Market Street East Development, and four of the Industrial Parks in Philadelphia.

1973-1977 General Electric Company
 Re-Entry Systems Division
 Philadelphia, PA

RE-ENTRY PHYSICIST

Worked in observables and discriminants; developed criteria for the government ballistic missile systems, platform mounted lasers in a space environment, underwater hydrophone arrays for ocean surveillance, and thermo-chemical combustion programs for powering lasers in a hostile space environment.

EDUCATION

- *B.S. Physics and Atmospheric Sciences
- *M.S. Bio-Physics and Bio-Medical Engineering
- *Ph.D. (Honorary) Doctorate of Science

PUBLICATIONS/AWARDS/ACKNOWLEDGEMENTS/MEMBERSHIPS

*Publication - in Nature 1975 (Thesis) - The Inhibition of the Sick Cell Hemoglobin Due to Naturally Occurring Amino Acids Measured by Laser Flash Photolysis. (Drexel University, 1974)

*Publication - The Journal of Aeronautics and Aerophysics - The Effects of Outgassing on the Ballistics of Carbonphenolic Resins in Hypersonic Flow. (General Electric, 1976)

*Publication - Report - Airborne Radiation and Particulate Matter in a Post-Nuclear Environment. (General Electric, 1976)

*Publication - Professional Development for Telecommunications Engineers and Technicians. (Communications Technology, March 1984)

*Publication - Effective System Management through Technical Staff Upgrade Training. (Communications Technology, April 1984)

*Publication - Developing a National Telecommunications Engineers Network. (Communications Technology, May 1984)

*Publication - What is the SCTE? (Society of Cable Television Engineers). (Communications Week, January 1984)

*Publication - CATV Urban Technology Training Programs. (Communications Engineering and Design, June 1984)

*Awarded the Gold Medallion of Drexel University honoring me as one of one hundred of the most distinguished alumni of Drexel University in it's first one hundred years (picked from an alumni pool of 70,000 living alumni). - 1992

*Received honorary Doctorate of Science from Drexel University - 1992

*Honored by the Pennsylvania State University in recognition of my contribution to equal access to S.E.M. education through creative and innovative program development.

*Awarded the Foundation Award by NOBCChE (The National Organization for the Advancement of Black Chemists and Chemical Engineers) for the advancement of science, engineering and mathematics education in the Delaware Valley.

*Trail Blazer Award from the Drexel University Black Alumni Association in recognition of the leadership, commitment, dedication and the pursuit of excellence in both professional and personal endeavors and setting a path for success for the University alumni and the community at large.

*Recognized by the American Association of Higher Education as a presenter on "The Impact of Focused Mathematics and Science Programs in Urban Systems".

*Membership - The American Physics Society

*Membership - Society of Cable Television Engineers

*Membership - National Cable Television Association's Technical Advisory Committee

*Membership - National Development Council (Certificates in Financial and Credit Analysis)

*Membership - National Association of Corporate Real Estate Executives

*Membership - Mathematics Association of America

*Membership - National Science Foundation's Citywide Science Initiative Task Force

*Membership - National Science Foundation's Data Management Task Force (Analysis of students' performances as a function of program impact).

*Membership - NAMEPA (National Association of Minority Engineering Program Administrators)

*Membership - NACME (National Action Council for Minorities in Engineering)

*Membership - Pennsylvania State University Engineering Advisory Committee

*Membership - Drexel University Engineering Advisory Council

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. resume	Resume of Elizabeth L. Useem (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

[Public Education Fund Network] [3]

2011-0255-S

rc216

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

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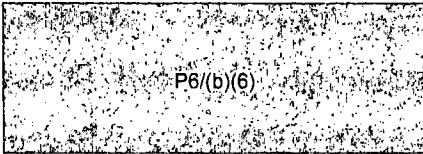
Freedom of Information Act - [5 U.S.C. 552(b)]

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- 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]

CURRICULUM VITAE

ELIZABETH L. USEEM

Home Address



Business Address

Program in Teacher Education
 Bryn Mawr/Haverford Colleges
 123 Thomas Hall
 Bryn Mawr College
 Bryn Mawr, Pennsylvania 19010
 215-526-5396

EDUCATIONAL BACKGROUND

Northwestern University, B.A. with Highest Honors, 1965 Major - History

Phi Beta Kappa, Junior Year, 1964

Harvard University, M.A.T., 1966

Harvard University, Ed.D., Sociology of Education, 1971

Award as one of three outstanding doctoral graduates of the Harvard Graduate School of Education, June, 1971

ACADEMIC POSITIONS

Director of Bryn Mawr/Haverford Program in Teacher Education and Visiting
 Associate Professor of Sociology, Bryn Mawr College, 1991-present

Associate Professor of Sociology, University of Massachusetts, Harbor
 Campus, 1982 to present (on leave of absence, 1991 to present)

Faculty Associate, Institute for the Interdisciplinary Study of Education,
 Northeastern University, 1981-82

Visiting Associate Professor, University of California, Santa Cruz, Sociology Board, 1980-81

Associate Professor, Sociology Department, Boston State College, 1977-1982

Chairperson, Sociology Department, Boston State College, 1977-79

Assistant Professor, Sociology Department, Boston State College, 1972-77

Instructor, Sociology Department, Boston State College, 1970-72

Teacher, Tenth Grade World History, Lexington High School, Lexington, Massachusetts, 1966-67

BOOK PUBLICATIONS

Low Tech Education in a High Tech World: Corporations and Classrooms in the New Information Society. New York and Washington, D.C.: American Association for the Advancement of Science and The Free Press, 1986.

This book is a study of the state of mathematics, science, and technical education in California's Silicon Valley and the Route 128 belt around Boston, the two centers of high technology in the U.S. The relationship between high technology firms and schools and colleges is analyzed as well.

The Education Establishment, co-editor with Michael Useem. Englewood Cliffs, N.J.: Prentice-Hall, 1974.

ARTICLE PUBLICATIONS

"Middle Schools and Math Groups: Parents' Involvement in Children's Placement," *Sociology of Education*, Vol. 65, No. 4, October, 1992, pp. 263-279.

"Getting on the Fast Track in Mathematics: School Organizational Influences on Math Track Assignment," *American Journal of Education*, Vol. 100, No. 3, May, 1992. pp. 325-353.

"Student Selection Into Course Sequences in Mathematics: The Impact of Parental Involvement and School Policies," *Journal of Research on Adolescence*, Vol. 1, No. 3, 1991, pp. 231-250.

"'You're Good But You're Not Good Enough': Tracking Students Out of Advanced Mathematics," *American Educator*, Vol. 14, Fall, 1990.

Reprinted in *Education Digest* May, 1991, pp. 54-58

Summarized in *The Harvard Education Letter*, March-April, 1991

"Improving Values Through School-Business Alliances," *Curriculum Review*, Spring, 1987, pp. 16-20.

"The Limits of Power and Commitment: Corporate Elites and Education," in G. William Domhoff and Thomas R. Dye, *Power Elites and Organizations*, Sage Publications, 1987.

"Education and High Technology Industry: The Case of Silicon Valley," *Economics of Education Review*, Vol. 3, No. 3, 1984.

"Correlates of White Students' Attitudes Toward a Voluntary Busing Program," *Education and Urban Society*, 8 (August), 1976, pp. 441-476.

Reprinted in *Conflicts and Tensions in the Public Schools*, edited by Eleanor Wolf. Beverly Hills, Ca.: Sage Publications.

"The Ed School," *And Jill Came Tumbling After*, Judith Stacey (ed.), Dell Publishing Co., 1974.

Co-author with Thomas Pettigrew, Marshall Smith, and Clarence Normand, "Pierced Armor," *Integrated Education*, X (November-December), 1972, pp. 3-6.

Reprinted in *Education Yearbook*, 1973-74. New York: MacMillan and Free Press, 1973.

Co-author with Thomas Pettigrew, Marshall Smith, and Clarence Normand, "Busing: A Review of 'The Evidence,'" *The Public Interest*, Winter, 1973, pp. 88-118.

"White Students and Token Desegregation," *Integrated Education*, X (September-October), 1972, pp. 46-54.

Reprinted in *Education Yearbook*, 1973-74. New York: MacMillan and Free Press, 1973.

PUBLISHED AND DISTRIBUTED REPORTS

"Challenges to Public Education: Is California Responding? *Data Brief*, Institute of Intergovernmental Studies, University of California, Berkeley, Fall, 1983.

"Making the Eight Percent Work in Massachusetts," with Cecilia Rivera-Casale, (analysis of the utilization of the education coordination funds of the Job Training Partnership Act), prepared for the Massachusetts Youth Coordinating Council, 1986. Disseminated by the National Governors Association.

Principles for Effective Programs for At-Risk Youth. Prepared as Chair of Massachusetts Youth Policy Council, 1990 (written to assist the 1991 gubernatorial administrative transition).

BOOK REVIEWS

Review of *Jocks and Burnouts: Social Categories and Identity in High School*, by Penelope Eckert, *Contemporary Sociology*, Vol. 19:6, November, 1990, pp. 900-901.

Review of *Law and the Shaping of Public Education: 1785-1954*, by David Tyack, Thomas James, and Aaron Benevot, *Social Forces* Vol. 67:1, September, 1988, pp. 261-262.

Review of *Quieting Reform: Social Science and Social Action in An Urban Youth Program* by Robert E. Stake in *Educational Policy*.

Review of *The Control Revolution: Technological and Economic Origins of the Information Society* by James R. Beniger in *Social Forces*, Vol. 66:2, December, 1987, pp. 559-560.

Review of *The Struggle for the American Curriculum: 1893-1958*, by Herbert M. Kliebard in *Contemporary Sociology*, Vol. 16, No. 6, November, 1987, pp. 895-

896.

Essay Review: *Schools on Trial: An Inside Account of the Boston School Desegregation Case* by Robert Dentler and Marvin Scott and *Trial and Error: The Detroit School Desegregation Case* by Eleanor P. Wolf in *Contemporary Sociology*, November, 1982.

Essay Review: *School Desegregation* by Harold Gerard and Norman Miller in *Harvard Education Review*, February, 1977.

Review of *Busing and Backlash* by Lillian Rubin in *Growth and Change: A Journal of Regional Economic Development*, Vol. 4 (October), 1973.

PUBLIC SERVICE ACTIVITIES

Massachusetts Youth Policy Council. The Council was the leading state entity responsible for overseeing the coordinated provision of services to at-risk youth.

Council Chair, 1989-1991

Chair of the Evaluation Committee, 1984-1986.

Member, 1983-1991

MASSJOBS Council. The MJC was created by the Massachusetts Legislature in 1988 to be the state's highest level policy and coordination body for federal and state training and employment-related education.

Member, 1990, 1991

Indiana State Board of Education, Indiana Curriculum Advisory Council. National Panel of Experts for Review of Vision '91 of 21st Century Schooling. The panel reviewed Indiana's long-range plan for public education.

Member, 1991.

Carnegie Corporation, Consultation Seminar on Tracking, 1991

U.S. Department of Education, Office for Educational Research and Improvement, Field Initiated Studies Grants Program

Proposal reviewer, 1991.

Massachusetts Advisory Council on Vocational Education, Study on Links Between JTPA and Vocational Education

Consultant and researcher, 1987.

U.S. Congressional Office of Technology Assessment, Study on *Technology and Structural Unemployment: Re-employing Displaced Workers* (U.S. Government Printing Office, 1986).

Advisory Committee Member, 1984 and 1985,

National Science Foundation, Science Indicators Unit

Proposal reviewer, 1985, 1986.

Suffolk University, Dean's Advisory Committee on Sociology

Member, 1985, 1986.

Massachusetts Office of Training and Employment Policy, Executive Office of Economic Affairs, Education Task Force. The task force set guidelines for utilization of a portion of U.S. Job Training Partnership Act funds.

Member, 1983

Harvard-Boston High Tech Project, Advisory Board. Collaborative study between Boston Public Schools and Harvard Graduate School of Education

Member, 1983.

Education Commission of the States, Denver, Colorado

Consultant, 1982.

Boston School Curriculum Project

Consultant, 1975-76. Helped write a social studies curriculum unit for the Jeremiah Burke and Dorchester High Schools.

TDR (private research firm)

Consultant, 1977. Consulted on voluntary desegregation programs in Massachusetts

PROFESSIONAL ACTIVITIES

Papers Delivered

"What a Difference a Recession Makes: The Rise and Fall of Integrated Services for At-Risk Youth in Massachusetts," Paper presented at the annual meetings of the American Educational Research Association, Chicago, April, 1991.

"Student Selection into Course Sequences in Mathematics: The Impact of Parental Involvement and School Policies," Paper presented at a Conference on "School Characteristics and Student Outcomes," University of Notre Dame, April, 1990.

"Getting on the Fast Track in Mathematics: School Organizational Influences on Math Track Assignment," Paper delivered at the annual meetings of the American Educational Research Association, Boston, April, 1990.

"Social Class and Ability Group Placement in Mathematics in the Transition to Seventh Grade: The Role of Parental Involvement," Paper delivered at the annual meetings of the American Educational Research Association, Boston, April, 1990.

"Significant Issues Relating to Educational Technology in School-Business Partnerships," Paper commissioned by the National Institute of Education which was presented at conference on Education and Technology sponsored by the National Institute of Education and the American Enterprise Institute, Washington, D.C., June, 1984.

"The 'New Partnership'? Structural Barriers to Industry-Education Collaboration," Paper delivered at the annual meetings of the Eastern Sociological Society, Boston, March, 1984.

"Education and the New Information Society," paper delivered at a conference, Microelectronics in Transition: Industrial Transformation and Social Change, University of California, Santa Cruz, May, 1983.

"Public Education and High Technology Industry: The Case of Silicon Valley," Paper delivered at the annual meetings of the Eastern Sociological Society, Philadelphia, March 1982.

"Correlates of Racial Attitudes among White High School Students," Paper delivered at the American Educational Research Association Meetings, Chicago, April, 1972.

Positions in Professional Associations

American Sociological Association

Editorial Board, *Sociology of Education* (journal of the American Sociological Association), 1993-95.

Sociology of Education Section

Section Nominations Committee member, 1991.

Section Council member, 1985-1988.

Committee on Nominations, Member, 1982-84.

Committee on Freedom of Research and Teaching (a major ASA working committee)
Member, 1980-82

Chair, 1982.

Eastern Sociological Association

Member At-Large, Executive Committee, 1993-95

Undergraduate Education Committee, 1992-93

Committee on the Status of Women, Member, 1972-73.

Massachusetts Sociological Association

Academic Grievance Investigation Committee, Chair, 1976-79.

Committee on the Status of Women, Member, 1972-73.

Other Participation at Professional Meetings

Discussant, Session on "The Larger Social Context of Education: Multilevel Models and Theory," American Educational Research Association, Annual Meeting, Atlanta, April, 1993.

Discussant, Session on "Parental Participation and Parental Choice," American Educational Research Association, Annual Meeting, San

Francisco, April, 1992.

Panelist, "The Universities and the City," Annual Meeting of the American Council on Education (ACE), Washington, D.C., January, 1988.

Roundtable leader, "High Technology Corporations and Educational Institutions," American Sociological Association annual meetings, Toronto, August, 1981.

Workshop participant: ASA Workshop for Chairpersons of Sociology Departments, November, 1978, Dallas, Texas.

Chairperson, Session on the Sociology of Education, American Sociological Association annual meetings, New York City, September, 1976.

Discussant, "Intellectual Politics and Repression," American Sociological Association annual meetings, New York City, September, 1976.

Roundtable leader, "Desegregation in Boston," Society for the Study of Social Problems, San Francisco, August, 1975.

Chairperson, Session of the American Education Research Association annual meetings, contributed papers in the Social Context of Education, April, 1974.

Speeches Delivered (selected list)

"Family and Community Support for Education," address to "Twenty-first Century Conference" for Indiana teachers, administrators and policymakers, Indiana State Department of Education, Indianapolis, April, 1987.

"Opportunities and Values in Business-Education Collaboration," plenary address to conference on "Business and Education: A Time for Plain Talk", sponsored by U.S. Department of Education, DePaul University, and Illinois Bell, Chicago, October, 1986. (Speech has been published in conference proceedings)

"Barriers to the Transfer of New Knowledge to Schools: Demographic Trends and Cultural Changes," speech (and paper) delivered to the Indiana Curriculum Advisory Council of the State Department of Education, January, 1987.

"The Social Context of Adolescence Today," keynote address on "Institute Day" for faculty at Oak Park and River Forest High School, Oak Park, Illinois, January, 1987.

"Work, Family and Higher Education in the Next Decade," speech to the American Council on Education's National Identification Program, (women in administration in higher education), Spring Conference, Amherst, Massachusetts, April, 1986.

"Vocational Educational Policy and the Private Sector," speech to the Massachusetts State Council of Vocational Education, The Parker House, Boston, Massachusetts, February, 1986

"Industry-Education Partnerships in a High Technology Age," Speech to Telex Corporation, Tulsa, Oklahoma, December, 1985.

"Route 128 and Silicon Valley: A Study of Decline," Conference of Affiliated Organizations on Pre-College Mathematics and Science, American Association for the Advancement of Science, Washington, D.C., May, 1982.

"Education and High Technology Industry: Route 128 and Silicon Valley," conference, Higher Education and Industry: Managing the Partnership, Higher Education Management Systems, Denver, Feb., 1983.

"The Response of Secondary Education to the Workforce Needs of High Technology Firms," Small Business Research Conference, Bentley College and Small Business Foundation, Waltham, Massachusetts, March, 1983.

"Higher Education and High Technology Industries: Illustrative State Strategies," annual meetings of the American Association of Higher Education, Washington, D.C., March, 1983.

"Public Education in an Information Society," annual meetings of the Northeast Coalition of Educational Leaders, Newton, Massachusetts, March, 1983.

"Political Pressures for Change in High School Mathematics and Science," Science Supervisors of Massachusetts, plenary address, Worcester, Massachusetts, May, 1983.

TEACHING EXPERIENCE (courses offered)

Schools in American Cities	Student Teaching Seminar
Sociology of Education	Social Psychology of Sex Roles
Schools and Society (honors course)	Women and Work
Introduction to Education	Adult Life Cycle
American Society	Social Problems
Sociology of the Family	Political Sociology
Curriculum and Methods Seminar (for secondary school teacher-trainees)	Student Teaching Supervision

SERVICE AT THE UNIVERSITY OF MASSACHUSETTS/BOSTON (selected list):

University

Education Advisory Committee. The committee was charged with over-seeing the redesign of both the undergraduate and graduate education programs, member, 1990-92.

Graduate College of Education Committee. The committee was charged with totally revamping course offerings and programs in the newly-formed Graduate College of Education, member, 1990-92.

Task Force on Doctorate in Higher Education Administration, member, 1990.

University Task Force on Student Retention, member, 1987-88.

University Committee on Admissions, Records, and Financial Aid, member, 1986-87.

College of Arts and Sciences

Dean's Resource Allocation Committee. Advised on allocation of faculty lines among departments, member, 1984-1991.

Task Force on Undergraduate Teacher Preparation. The task force was charged with redesigning teacher preparation according to new state regulations, member, 1990-92.

Advisory Board, Program in the Study of Religion, member, 1985-1991.

Senate Executive Committee, Faculty Senate, 1986-88.

Collegiate Personnel Committee, member, 1985-86.

College Core Curriculum Committee, member, 1984-85.

Law and Justice Program, Advisory Board, member, 1982-83.

Department of Sociology

Personnel Committee, chair, 1989-90, 1987-88; member, 1986-87.
Curriculum Committee, chair, 1985-86.

SERVICE AT BOSTON STATE COLLEGE

Chair, Department of Sociology and Anthropology, 1977-79.

Member of numerous departmental and college-wide committees, 1970-1980.

HONORS AND AWARDS

Distinguished Service Award, Boston State College, 1980

Postdoctoral Faculty Fellowship, U.S. National Institute of Education, 1981-82

Joseph P. Healey Grant, University of Massachusetts, 1988 (research support)

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. resume	Resume of Michael Smith (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

[Public Education Fund Network] [3]

2011-0255-S

rc216

RESTRICTION CODES

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

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

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

b(1) National security classified information [(b)(1) of the FOIA]
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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.

Michael Smith

P6(b)(6)

C003]

P6(b)(6)

(home), (215) 665-1400 (office)

EDUCATION

Completed Harvard University's Institute for Educational Management, summer 1985

Ph. D., English, University of North Carolina at Greensboro, 1976, concentration in twentieth century British and American literature and dissertation on southern American literature

M. A., University of North Carolina at Greensboro, 1968, concentration in American literature

B. A., University of North Carolina at Chapel Hill, 1965, double major in English and political science with honors in creative writing

CURRENT POSITION

Executive Director, PATHS/PRISM: The Philadelphia Partnership for Education, 1990-present. PATHS/PRISM is comprised of the Philadelphia Alliance for Teaching Humanities in the Schools (PATHS) and the Philadelphia Renaissance in Science and Mathematics (PRISM). It is the nation's largest business, university, school district partnership and is supported by the National Science Foundation, The Pew Charitable Trusts, The Rockefeller Foundation, and other major foundations and corporations.

PREVIOUS ADMINISTRATIVE POSITIONS

Acting President, Winthrop College, now Winthrop University, April 1988 - June 1989. Winthrop University is a comprehensive, selective admissions, state-supported institution of 5,000 students

Senior Vice President for Academic Affairs and Dean of the Faculty, Winthrop College, 1984-1990, with the exception of serving as acting president in 1988-89

Chair, Department of English and Drama, Winthrop College, 1982-1984

Director, The Writing Center, Winthrop College, 1978-1981

RELATED LEADERSHIP POSITIONS

In Pennsylvania

Member of task forces and steering committees working to increase college access for minority children, restructure schools, develop higher education/public school partnerships, reform middle grades education, initiate systemic change in mathematics and science education, promote business and corporate support for educational reform, and guide district-wide planning toward shared decision making and school based management

Member of the Steering Committee of the Pennsylvania State Systemic Initiative developing state-wide reform of science and mathematics education

Member of the Steering Committee of the Comprehensive Regional Center for Minorities, developing programs to increase the number of under-represented minorities in the sciences, engineering, and mathematics in a three-state area

Member of the Executive Committee of the Philadelphia Science Partnership, the planned first site of the National Science Foundation's Urban Systemic Initiative

In South Carolina

Member of committees and sub-committees of the South Carolina Commission on Higher Education, including academic programs, admissions standards, and planning

Member of faculty governance bodies at Winthrop College including chairing the college's academic council (faculty senate) and committees on undergraduate and graduate instruction

Chair of the Advisory Board of REACH, a state-wide rural humanities project affiliated with Clemson University and the South Carolina Humanities Council and funded by the Rockefeller Foundation

Member of business and community planning and development initiatives, including serving on the Executive Committee of the Rock Hill Economic Development Corporation from 1989-90 and the Education Committee of the Rock Hill Chamber of Commerce from 1988-90

Secretary/treasurer of and program chair for the Philological Association of the Carolinas, 1978-1981

Organizer or chair of sessions and programs at the following regional and national conferences: South Atlantic Modern Language Association, Conference on College Composition and Communication, Philological Association of the Carolinas, Modern Language Association, The Southern Association of Colleges and Schools

TEACHING EXPERIENCE

Professor of English, Winthrop College, 1987-90

Associate Professor of English, Winthrop College, 1981-87
(tenured 1983)

Visiting Faculty, UCLA Writing Programs, 1980-81

Assistant Professor of English, Winthrop College, 1978-81

Instructor of English, Winthrop College, 1975-78

Teaching experience has included courses in English and American literature, southern American fiction, the popular novel, technical and scientific writing, interdisciplinary seminars, composition and rhetoric, and literacy and public policy. Highlights have included writing and appearing on-camera in 20 half-hour programs on writing broadcast on South Carolina Educational television, designing the department's courses and concentration in professional writing, and working closely with the public schools in collaborative projects, including college/public school faculty exchange programs and the REACH project, funded by the Rockefeller Foundation.

AWARDS AND RECOGNITIONS

Founding Editor of

Postscript: The Publication of the Philological Association
of the Carolinas

Recipient of

National Endowment for the Humanities Fellowship, Summer Seminar with James Sledd on Literacy and Social Change, University of Texas at Austin, 1981

National Endowment for the Humanities Fellowship, Summer Seminar with George Tindall on The Mythology of the South, University of North Carolina at Chapel Hill, 1978

President of

The Council of Academic Deans of the Southern States, Southern Association of Colleges and School, 1988-89

Secretary/Treasurer of
The South Carolina Association of Colleges and Universities,
1988

Delegate to
Governor's Task Force on Business/Education Partnerships,
State of Pennsylvania, 1991

The Assembly on the Future of South Carolina, 1988

HIGHLIGHTS OF ADMINISTRATIVE ACCOMPLISHMENTS

As Executive Director of PATHS/PRISM: The Philadelphia Partnership for Education, 1990-present

- * Secured over \$10 million in funding from government agencies, foundations, corporations, and other sources
- * Launched a major initiative to renew and restructure elementary and middle schools and move them toward shared decision making and school based management
- * Doubled participation in programs to recruit and retain African-American and Latino students in the sciences, engineering, and mathematics
- * Developed alternative assessment programs including ethnographic studies, teacher research, and portfolio review
- * Initiated new programs to strengthen teaching and curriculum in mathematics and the sciences through Project 2061 (AAAS), The Math/Science Collaborative (Urban Math Coalition), Quasar (The Ford Foundation), and Science Resource Leaders (NSF)

As Senior Vice President for Academic Affairs and as Acting President of Winthrop College, 1984-1990

- * Developed a comprehensive five-year plan for the college, featuring upgraded academic programs and renovated facilities
- * Increased recruitment and retention of African-American faculty and students
- * Developed and secured funding for state-wide centers in early childhood education, school leadership, and arts education
- * Strengthened science programs with faculty positions and equipment

- * Created a School of Visual and Performing Arts with enhanced arts programs and facilities
- * Developed close working relationships with local and state business, governmental, and educational leaders
- * Revised core arts and sciences course requirements to make them more rigorous for all students, regardless of major
- * Established a model assessment program with support from The Fund for the Improvement of Post-Secondary Education and the South Carolina Commission on Higher Education

PAPERS PRESENTED AT PROFESSIONAL CONFERENCES

- "Alan Paton and the Tradition of British Colonial Fiction." Carolinas Symposium on British Studies, October 1977.
- "Black, White, and Brown v. Board of Education in Carson McCullers' Fiction." Modern Language Association, December 1980.
- "Carson McCullers and Southern Myth." The Citadel Conference on the South, April 1979.
- "The Detective Novel and the Changing South." The Popular Cultural Association in the South, October 1978.
- "Forms, Records, and Reports: The Writing Center Justifies Itself." The Southeastern Writing Center Association, February 1981.
- "Images of the Changing South." The Popular Culture Association in the South, October 1977.
- "The Literacy Hoax Hoax: Reflections on Popular Books on the Literacy Crisis." Modern Language Association, December 1983.
- "Realism and Sentimentality in the Early Years of the Atlantic Monthly." Philological Association of the Carolinas, 1978.
- "Scientific and Technical Writing and the Composition Teacher." Philological Association of the Carolinas, March 1983.
- "Slavery and Democratic Man: Tocqueville's Democracy in America and Melville's 'Benito Cereno.'" South Atlantic Modern Languages Association, November 1976.
- "The Surprising Popularity of Erskine Caldwell's South." The Popular Culture Association in the South, October 1979.

"Teaching Scientific Writing: Problems and Possibilities in Curriculum Development." Conference on College Composition and Communication, March 1983.

"Technology and the Teaching of Writing." Philological Association of the Carolinas, March 1982.

"The Winthrop College Writing Skills Program: A Model of College-School Cooperation." Co-authored with Joyce P. Berman. Conference on College Composition and Communication, March 1980.

PUBLICATIONS IN PROFESSIONAL JOURNALS AND BOOKS

Edw. Bird to get Pink the Source Book. A. Ed. by W. Roberts B. before and 1908 Sep A. M. Flora. New York: Greenwood Press, 1987.

"Efficiency and Insecurity: A Case Study in Forms Design and Records Management." Writing Centers: Theory and Administration. Ed. Gary Olsen. Urbana, Illinois: National Council of Teachers of English, 1984.

English Composition. Videotape course, twenty half-hour lessons, produced by South Carolina Educational Television and broadcast Spring and Fall 1976.

"George Garrett." Southern Writers. Ed. Robert Bain, Joseph M. Flora, and Louis D. Rubin, Jr. Baton Rouge: Louisiana State University Press, 1979.

"Grace Lumpkin." Southern Writers. Ed. Robert Bain, Joseph M. Flora, and Louis D. Rubin, Jr. Baton Rouge: Louisiana State University Press, 1979.

Postscript: Publication of the Philological Association of the Carolinas. Editor. The Philological Association of the Carolinas, 1983.

"Robert Bly." Dictionary of Literary Biography. Detroit, Michigan: Gale Research, 1980.

"The Surprising Popularity of Erksine Caldwell's South," Journal of Popular Culture, 16 (Winter 1982), 42-46.

"Tallulah Ragsdale." The Lives of Mississippi Authors. Ed. James Lloyd. Jackson, Mississippi: University Press of Mississippi, 1981.

"A Voice in a Fugue': Characters and Musical Structure in The Heart Is a Lonely Hunter." Modern Fiction Studies, 25 (Summer 1979), 258-263.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
004. resume	Resume of Linda D. Griedrich (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

[Public Education Fund Network] [3]

2011-0255-S

rc216

RESTRICTION CODES

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

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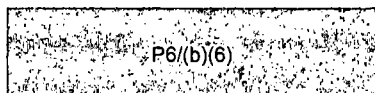
C. Closed in accordance with restrictions contained in donor's deed of gift.

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

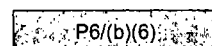
RR. Document will be reviewed upon request.

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LINDA D. FRIEDRICH



Home:



[004]

Office:

(215) 665-1400

PROFESSIONAL EXPERIENCE

Middle School Program Coordinator, PATHS/PRISM: The Philadelphia Partnership for Education, Philadelphia, PA. January 1993 - Present. (With PATHS/PRISM since June 1988.)

Provide ongoing technical assistance to four of six middle schools in middle school renewal program, funded by The Pew Charitable Trusts, including: facilitating team meetings; providing oral and written feedback about planning and process skills; identifying and recommending pertinent readings, exemplary schools, and consultants; and designing whole faculty retreats. Collaborate with teachers to create cross-school seminar on integrating curriculum, instruction, and assessment. Co-design and facilitate summer planning sessions and cross-school retreats for middle schools engaged in whole school renewal. Write semi-annual progress reports. Create and manage budget. Facilitate cross-staff communication. Assist other staff members in developing strategies for providing technical assistance to middle schools. Coordinate selection process for participating middle schools.

Trained as a **Master Teacher Trainer** by the Princeton Center for Leadership Training from September 1992 to September 1993.

Team Coordinator, PATHS/PRISM, July 1992 - December 1992.

Conducted meetings for four-person team. Served as member of organizational leadership team. Coordinated middle school renewal program for eight Philadelphia Schools. Position dissolved upon hiring of new director.

Coordinator of History Programs, PATHS/PRISM, June 1989 - June 1992.

Wrote funded proposal to the International Research and Studies Program of the United States Department of Education for developing curriculum on "Women in World History." Collaborated with teachers and museum educators to create sustained museum-school partnerships. Administered all phases of history staff and curriculum development programs for teachers.

Also served as **PATHS/PRISM Intern, June 1988 - May 1989.**

Linda D. Friedrich, Page Two

Recorder, Africa in the United States Classroom sponsored by the Rockefeller Foundation, New York, NY. March 1990.

Prepared summary of conference proceedings.

Research Assistant, Balch Institute for Ethnic Studies, Philadelphia, PA. September 1987 - May 1988.

Gathered artifacts and background information for "Philadelphia's African Americans: Color, Class, and Style, 1840 - 1940."

Archival Assistant, Martin Luther King Center, Atlanta, GA. June -August 1987.

Organized and indexed collections of documents.

College Work Study Positions, Bryn Mawr College, Bryn Mawr, PA.

Security Dispatcher, September 1986 - May 1987.

Food Service Worker, September 1985 - May 1986.

Linda D. Friedrich
COMMUNITY AND PROFESSIONAL ACTIVITIES

Key Collector and Reunion Gift Chair, Class of 1989, The Annual Fund, Bryn Mawr College, Bryn Mawr, PA. September 1989 - Present.

Chair, Alumnae-Student Committee, Bryn Mawr College, Bryn Mawr, PA.
September 1989 - September 1991.

President, Labyrinth: The Philadelphia Women's Newspaper, Philadelphia, PA.
September 1989 - August 1991.

(NOTE: Does not include information listed on application form.)

Linda D. Friedrich
PUBLICATIONS

Compiler, *Discovering Our Fundamental Freedoms: The Bill of Rights in the Early and Middle Grades Teacher Resource Guide*. PATHS/PRISM. February 1992.

Editor, *Exploring the City, Understanding the Nation: American History through the Philadelphia Experience School-Based Project Guide*. November 1989.

Editor, *Recreating the Past: A New Approach to African American History*. *Special Issue of Continuum*. PATHS/PRISM. February 1989.

Editor, *Exploring Ethnicity in American History*. *Special Issue of Continuum*. PATHS/PRISM. October 1988.

PRESENTATIONS

"*When Outsiders Lead Education Reform*," Panel Member, at the Reform Connection sponsored by the Southern Regional Council with funding from the Edna McConnell Clark Foundation, Portland, OR. November 1993.

"*Strategies for Building Effective Museum and School Partnerships*" for workshop on "Educating Tomorrow's Leaders Today: New Dimensions in Museum and School Partnerships" at The Ohio Museums Association Annual Conference, Columbus, OH. April 1992.

"*Migrations and Colonizations, 1500-1750: The Columbian Exchange in a Global Context*" for session on "Encounters and Exchange: Re-Visioning the Content of American History" at American Historical Association Annual Meeting, Chicago, IL. December 1991.

"*In Philadelphia: Developing Sustained Partnerships Between Schools and Historical Agencies*" for session on "Not-So-Strange Bedfellows: Model Collaboratives to Strengthen History Education" sponsored by the AHA Teaching Division and the Bill of Rights Education Collaborative at American Historical Association Annual Meeting, Chicago, IL. December 1991.

"*Connecting Past and Present: Collaboration Between Teachers and Museums*" for session on "Linking Archival Programs and Resources" at the Society for American Archivists Annual Meeting, Philadelphia, PA. September 1991.

4. Tax Exempt Certificate

Internal Revenue Service
District Director

Department of the Treasury

Date:

AUG 24 1987

Our Letter Dated:

October, 1985

Person to Contact:

William Kane

Contact Telephone Number:

(215) 597-4168

> Philadelphia Alliance for Teaching Humanities
in the School
1617 John F. Kennedy Boulevard
Philadelphia, PA 19103

This modifies our letter of the above date in which we stated that you would be treated as an organization which is not a private foundation until the expiration of your advance ruling period.

Based on the information you submitted, we have determined that you are not a private foundation within the meaning of section 509(a) of the Internal Revenue Code, because you are an organization of the type described in section 508(a)(1)(A)(vi). Your exempt status under section 501(c)(3) of the code is still in effect.

Grantors and contributors may rely on this determination until the Internal Revenue Service publishes notice to the contrary. However, a grantor or a contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act that resulted in your loss of section 508(a)(1)(A)(vi) status, or acquired knowledge that the Internal Revenue Service ^{3001(a)(1)(C)} had given notice that you would be removed from classification as a section 170(b)(1)(A)(vi) organization.

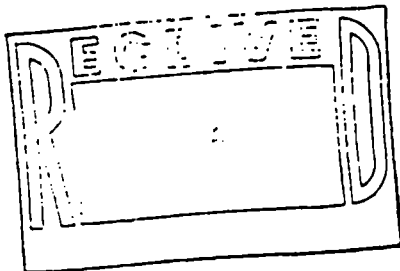
Because this letter could help resolve any questions about your private foundation status, please keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown above.

Sincerely yours,

Teddy R. Kern

Teddy R. Kern
District Director



5. Financial Statements for LEF

PATHS/PRISM, 1994 Annual Report
PATHS/PRISM, 1993 Annual Report

Clinton Presidential Records Digital Records Marker

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1993 ANNUAL REPORT



PATHS/PRISM

The Philadelphia Partnership for Education

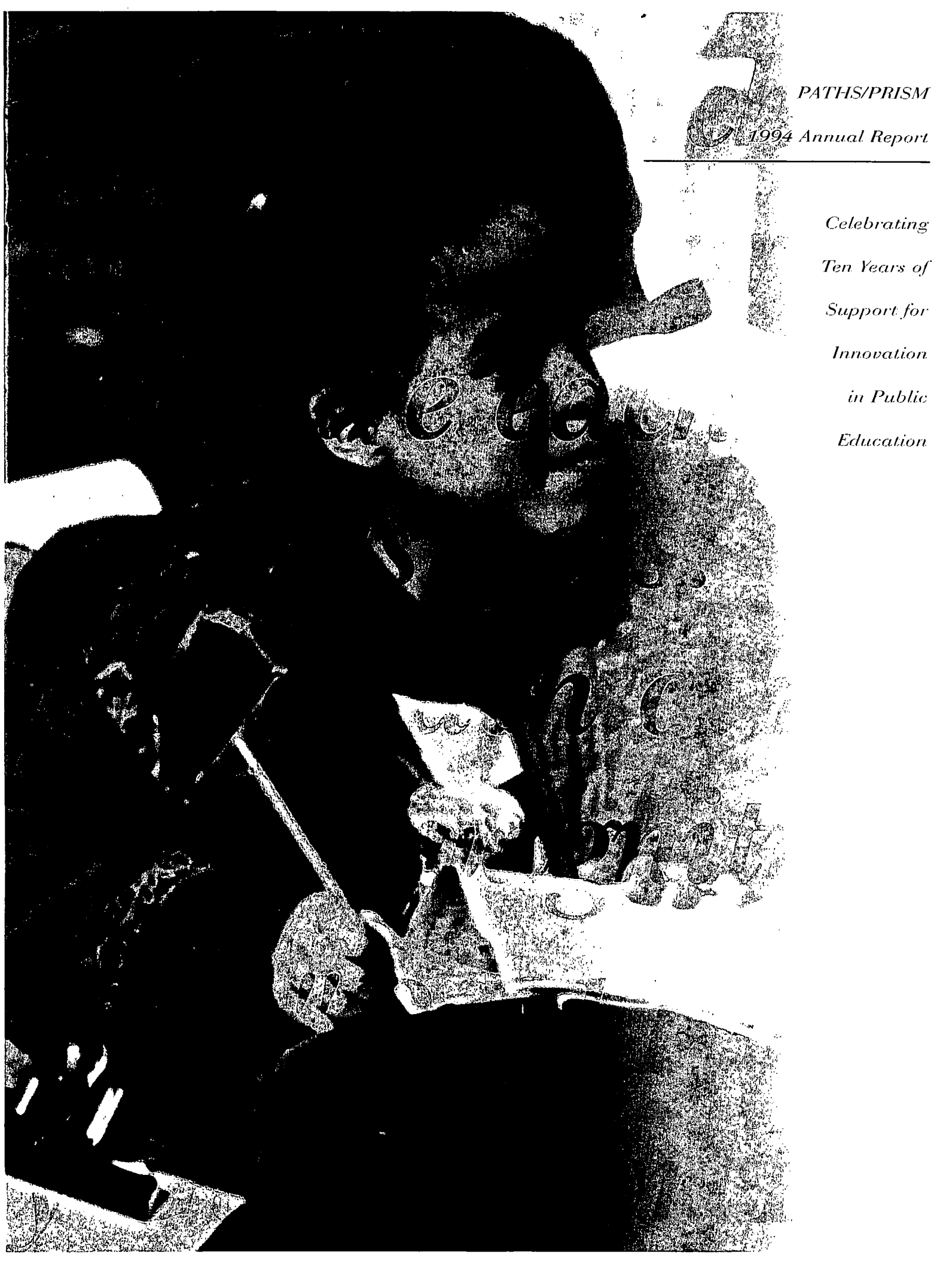
Supporting Innovation in Public Education

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1994 Annual Report

*Celebrating
Ten Years of
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