

THE WHITE HOUSE  
WASHINGTON

June 23, 2000

MEMORANDUM FOR HILLARY RODHAM CLINTON

FROM: HEATHER HOWARD<sup>HH</sup>  
CC: MELANNE VERVEER  
ANN O'LEARY  
SUBJECT: STEM CELL RESEARCH

As you know, stem cell research holds tremendous promise for advancements in medical science. Embryonic stem cells, which are derived from fertilized eggs created by in vitro fertilization, can regenerate many types of human cells and may be able to replace tissue that has been damaged by disease or injury, offering hope of new treatments for many diseases. Per your request, following is an update on the status of stem cell research:

Since 1995, federal law has banned the use of federal funding for human embryo research. However, in January 1999, the U.S. Department of Health and Human Services issued a legal memorandum which concluded that the ban against funding for the scientific use of embryos does not extend to stem cell research, as long as federal funding is not used to destroy embryos in order to derive the stem cells. That is so, HHS reasoned, because stem cells, unlike the embryos from which they are derived, lack the potential to grow into a human being.

In September 1999, the President's National Bioethics Advisory Commission (NBAC) delivered its report entitled "Ethical Issues in Human Stem Cell Research." The Commission recommended that public funding of stem cell research be permitted. It also recommended a process that would allow researchers to derive the cells from unused embryos donated by couples who seek in vitro fertilization – embryos that otherwise would be discarded. A copy of the report is attached.

In December 1999, HHS issued proposed guidelines for stem cell research funded by NIH. The proposed guidelines would require that for research involving stem cells derived from human embryos, NIH funds could be used only if the cells were from "surplus" embryos created for infertility treatment. Until the guidelines are finalized, no federally-funded stem cell research will be conducted, but of course the private sector does not operate under any restrictions. The proposed guidelines are in comment period now.

The debate in Congress this year is likely to focus on whether the current human embryo research ban covers stem cell research. Last year, Sen. Specter intended to clarify that stem cell research was not covered by the ban, but in exchange for dropping the matter, Sen. Specter secured a promise from Sen. Lott to have a vote this year. Sen. Specter, along with Sen. Harkin,

introduced legislation that would permit funding for research on human embryos for the limited purpose of generating embryonic stem cells, and would codify HHS's decision to allow federally-funded stem cell research. It is unclear whether Sen. Lott will allow a vote on Sen. Specter's bill (or why he would do so, since it would probably pass). There may be amendments on the issue, or on fetal tissue research, in the Senate during consideration of Labor-HHS appropriations next week. You should know that federally-funded fetal tissue research is allowed, although federal law prohibits the sale of fetal tissue for profit, and a woman's abortion decision must be made before she consents to donating the fetal tissue.

THE WHITE HOUSE  
WASHINGTON

April 6, 2000

Memo to HRC  
from Heather  
re: West Nile Virus

MEMORANDUM FOR HILLARY RODHAM CLINTON

FROM: HEATHER HOWARD

CC: MELANNE VERVEER  
SHIRLEY SAGAWA  
ANN O'LEARY

SUBJECT: INFECTIOUS DISEASES: WEST NILE VIRUS

Given your longstanding interest in infectious diseases, I wanted to update you on what the Federal government is doing to prepare for a possible resurgence of the West Nile Virus. This winter, a hawk in Westchester County, NY and a crow in Baltimore, MD were found to have the virus; a small percentage of mosquitoes tested in Queens, NY also had the virus. Experts believe that the virus has been dormant over the winter and that there could potentially be a resurgence.

On April 5, 2000, Maria Echaveste and Chris Jennings convened a meeting of officials from HHS (including CDC), Interior, EPA, and USDA, to hear what they have been doing to prepare, and to make sure that the different Federal agencies are coordinating their activities. Although state and local health agencies carry the brunt of the responsibilities in this area, we discussed what the Federal government can do to support state activities, as well as how we can get that message out.

We discussed the need for a two-prong strategy: one for the press, and one for Members of Congress. As you know, recently several Members have called for a "West Nile Czar" to coordinate Federal response to the virus. In addition, elected officials at the Federal, state and local level have talked about holding hearings on the subject. Since the first call for the Czar, HHS has been briefing members, hoping to head off similar calls from other Members. HHS will be stepping up briefings of Members and pledged to do a better job assuring members that the agencies have been working on this issue and that they are coordinating their activities.

CDC is coordinating the activities of the Federal agencies and HHS Public Affairs will coordinate message dissemination. CDC believes that the key public messages should be 1) reassuring the public that CDC and other agencies have been working all winter on this; 2) reassuring the public that there are sound, comprehensive public health control plans in place at the Federal, state and local levels (such as monitoring bird patterns, using the right pesticides to reduce mosquitoes, and eliminating standing water); and 3) although there are good public health measures in place, it is important to prepare the press for possible human cases.

The Agencies will be getting back to the White House next week with 1) a list of all the activities they have undertaken since the outbreak last year; 2) a plan for getting the message out, including briefing Members; and 3) a cross-cut of how much the Federal government is spending on this issue. We will then discuss what types of announcements to make about Federal efforts, and whether such announcements should be from CDC or the White House. It will be important to have more of a public profile at the Federal level, to convey that the Federal government is on top of the problem.

I will update you when we receive this information. In the meantime, following is a brief overview of what the agencies have been doing:

### **CDC**

CDC held a meeting last fall with USDA and has developed guidelines, targeted to state and local agencies, for surveillance, prevention and control. The executive summary has already been distributed to officials in the 19 affected jurisdictions, and we discussed a possible public release of the final guidelines. CDC has also developed improved diagnostic tests and a better animal test.

### **EPA**

EPA is reviewing the use of pesticides and evaluating malathion. By the end of the month, EPA will release publicly the cancer studies of malathion, and may classify it a carcinogen. However, EPA stressed that even if it is classified as a carcinogen, the risks are acceptable. Aerial eradication spraying is the last resort, only after prevention and ground spraying with a non-carcinogenic spray. EPA will let the White House know what the science concludes on malathion and how they plan to communicate the information before it is released.

### **Agriculture**

USDA is developing a veterinary services strategy, with an equine focus.

### **Interior**

Because birds get the virus first, they are an early indicator of a resurgence. Interior has put out a wildlife health alert and is conducting surveillance on the Atlantic Coast. The Department has been examining dead birds all winter.

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# LAWbriefs

Spring 2000

Vol. 3, No. 2

## RECENT DEVELOPMENTS IN SEXUAL ORIENTATION AND GENDER IDENTITY LAW

### *In the Headlines*

**Vermont Adopts Civil Unions.** Responding to the Vermont Supreme Court's charge in *Baker v. State* (see LAWbriefs, Winter 2000), the state of Vermont enacted a law granting same-sex couples the right to enter into civil unions with almost all the rights of married couples. The law establishes many of the same preliminary qualifications for a civil union as for marriage (*i.e.*, between two adults over 18 who are not related or married/partnered with someone else). The law also provides that anyone authorized to perform a marriage can perform a civil union and creates a process similar to divorce to dissolve such a union. Civil union partners have all the rights and responsibilities of married spouses, including (but not limited to) joint ownership of property, inheritance rights, group insurance benefits for state employees, protection against discrimination based on marital status, victim compensation rights, spousal immunities and privileges, tax benefits, adoption rights, decisions relating to medical treatment, family leave benefits, and homestead rights of surviving spouses. HRC applauds our allies, the Gay and Lesbian Advocates and Defenders (GLAD) and the Vermont Freedom to Marry Coalition for their work in support of the civil unions law.

**Supreme Court Backs Mandatory Student Fees at Public Universities.** The Supreme Court unanimously affirmed the right of universities to collect mandatory student fees to fund student groups who engage in extracurricular political speech. In the *Southworth* case, the University of Wisconsin's student fee structure was challenged by students who objected to the use of such fees to fund student groups with which they disagreed on ideological and religious grounds. Among the groups the students objected to were the campus gay, lesbian, bisexual and transgendered (GLBT) organization. Noting that dynamic discussion of all spectra of subjects is a fundamental aspect of university life, the Court said the First Amendment allows universities to charge fees to be used for extracurricular student speech, as long as the money is given out under neutral criteria that do not favor some points of view over others. *Board of Regents of University of Wisconsin v. Southworth* (3/22/00).

**Oral Arguments Heard in Dale Boy Scouts Case.** On April 26, the Supreme Court heard oral arguments in the case of *Boy Scouts of America v. Dale*. The Court must decide whether the Boy Scouts of America have a constitutional right to discriminate against gays even if a state law bars such practices – by claiming that the law infringes on the group's First Amendment rights. Earlier this year, HRC helped coordinate an *amicus* brief on behalf of the civil rights community in support of the ousted gay Eagle Scout. HRC urged a wide range of allies to sign onto the brief. Lambda senior attorney Evan Wolfson represents James Dale and argued on his behalf before the Court. *Boy Scouts of America v. James Dale* (No. 99-699).

**Supreme Court Finds the Violence Against Women Act Unconstitutional.** In a 5 to 4 opinion, the Supreme Court held that Congress exceeded its power under the Commerce Clause and the 14<sup>th</sup> Amendment when it enacted the civil rights remedy in the Violence Against Women Act (VAWA). VAWA created a federal cause of action against perpetrators of gender-motivated violence. The Court held that VAWA's provisions against gender-motivated violence lacked a substantial nexus to interstate commerce. It noted that to be a permissible

use of the Commerce Clause power, a regulated activity must affect the channels or instrumentalities of interstate commerce, people and things in interstate commerce, or the regulated activity must have a substantial relationship to interstate commerce. The petitioner in *Morrison's* companion case, Christie Brzonkala, argued that gender-motivated violence substantially affected interstate commerce. The majority opinion rejected this justification for the use of the commerce clause as too attenuated, further stating that "[g]ender-motivated crimes of violence are not, in any sense of the phrase, economic activity." The Court also found fault in Congress's reliance on Section 5 of the 14<sup>th</sup> Amendment in enacting VAWA insofar as its enforcement provisions targeted individual perpetrators of violence rather than state actors. The Court asserted that to be a proper use of 14<sup>th</sup> Amendment power, Congress must be redressing discriminatory state action. In a scathing dissent, Justice Souter chastised the Court for encroaching into the role of the legislature. He noted the "mountain of data" gathered by Congress showing the effects of violence against women on interstate commerce and argued that the sufficiency of the evidence could hardly be questioned. He argued that the job of the Court is not to review Congress's assessment of the evidence but whether Congress had a rational basis in fact to conclude that gender-motivated violence affects interstate commerce. *United States v. Morrison* (May 15, 2000).

## Employment

**Salt Lake City Mayor Signs Executive Order Prohibiting Sexual Orientation Discrimination for City Employees.** Salt Lake City, Utah, mayor Rocky Anderson signed an executive order on April 4 that protects city employees from sexual orientation discrimination. In 1997, the Salt Lake City council passed, and then repealed, a similar protection, ultimately settling on an ambiguously worded ordinance requiring hiring and firing based on "job-based criteria." Mayor Anderson said the guidelines are needed to directly attack the problem of sexual orientation discrimination.

**Iowa Legislature, Governor Conflict Over Sexual Orientation Protection.** Both Houses of the Iowa Legislature voted to override Governor Tom Vilsack's executive order protecting state employees from discrimination on the basis of sexual orientation and gender identity. Governor Vilsack, however, vetoed the bill and it does not have sufficient support for an override. Opponents of Vilsack's order argue that he overstepped his constitutional powers by adding the protection via an executive order. While six other states have similar executive orders in place, Iowa's is the only one to include gender identity. Additionally, eleven states and the District of Columbia offer statutory protection from sexual orientation discrimination. (Minnesota also provides protection on the basis of gender identity in the state law).

**Local Developments.** In other good news from Iowa, the city of Davenport passed an ordinance banning discrimination based on sexual orientation, becoming the fourth Iowa city to offer such protection.

**West Virginia Arbitrator's Homophobia Results in Rejection of Decision.** A U.S. District Court judge in West Virginia ruled that a labor arbitrator's ruling would not be enforced due to the arbitrator's antigay bias. Chapman was fired from his job after a dispute with a supervisor. He filed a grievance through the union and ended up in arbitration before Merle Hart. During the arbitration, it was revealed that Chapman thought his supervisor was gay. Hart said that if his supervisor was indeed gay, he could grant Chapman's grievance on that ground alone. Hart advised the company to discharge the supervisor. The trial court called Hart's arbitration a "corrupt substitute" for justice and observed that the only party who made the supervisor's sexuality an issue was the arbitrator. *Flexsys America, L.P. v. Local Union No. 12610* (2/16/00).

**New York District Court Judge Finds Anti-Lesbian Harassment Actionable.** A New York U.S. District Court judge found that the plaintiff was subjected to constant ridicule by her co-workers because she failed to meet her co-workers' expectations of what a woman should look like. The employer claimed the harassment was based on homophobia rather than sexism and therefore not actionable. Thus the question before the court was whether the defendant was harassed because of her sexual orientation or because of her sex. Relying on the

precedent of *Oncale v. Sundowner Offshore Services*, the court found that the plaintiff was exposed to conditions that her coworkers were not, thus making her claim actionable as sexual harassment. *Samborski v. West Valley Nuclear Services Co.* (W.D.N.Y. 1999).

**Same-Sex Sexual Harassment Suit Allowed.** Plaintiff was a heterosexual man whose co-workers perceived to be gay, resulting in harassment and causing him much "devastation." His complaints to superiors went unaddressed. The defendant employer moved for summary judgment, saying the claims were not based on the plaintiff's sex and rather were "schoolyard taunts." Citing *Oncale v. Sundowner Offshore Services*, the judge said that same-sex sexual harassment is actionable where the plaintiff was harassed because of his sex, and that this might be proven by showing that one of his harassers was "oriented toward the same sex." Among other methods, *Oncale* said that the plaintiff can show the sexual harassment was based on sex if there is credible evidence that the harasser is a homosexual. *Fry v. Holmes Freight Lines, Inc.* (W.D. Mo. 11/15/99).

**CT Must Offer Health Benefits to Same-Sex Partners of State Employees.** A labor arbitrator decided that Connecticut must offer health benefits coverage to same-sex partners of state employees, a decision that will stand unless overridden by a 2/3 vote of one chamber of the state legislature. The union argued that the benefits must be offered to keep Connecticut employment policies competitive with other states in the region and with private businesses. State employees in Massachusetts and New York are also entitled to such benefits. Governor John Rowland responded to this ruling by extending domestic partner benefits not only to union state employees but to non-union employees as well.

**Federal Court Rejects Homophobic Work Environment Claim.** The plaintiff suffered constant harassment, physical attacks, and disparate workplace treatment. His complaints to superiors went unanswered. The court found the discrimination was based on the plaintiff's sexual orientation and not sex as required by Title VII. The court said that "none of these statements indicated that plaintiff is exposed to conditions of employment different from members of the opposite sex." The court then granted the defendant's motion for summary judgment on the plaintiff's Title VII claim. *Bibby v. Coca Cola Bottling Company* (E.D. Pa. 3/2/00).

## **Family Law – Marriage and Domestic Partnership**

**California Voters Approve Limitation on Definition of Marriage.** On March 8, 2000, California voters passed the so-called Knight Initiative, which defines marriage as being between one man and one woman. Consequently, California will not have to recognize same-sex marriages performed in other states. 61% of voters approved the measure, which has no practical effect since same-sex marriage is not legal in any state. President Clinton, Vice President Gore and California Gov. Gray Davis were among the many politicians who came out in opposition to the bill as unnecessary and mean-spirited.

**CO, SD and WV Ban Recognition of Gay Marriage.** The West Virginia legislature passed a law defining marriage as being between one man and one woman. The law forbids the state from recognizing a marriage between two people of the same sex. . . . Legislators in Colorado passed a similar ban on recognition. A joint committee stripped language from the Colorado bill affirming that the law did not affect city or county law or domestic partnership benefits provided by employers. . . . The South Dakota legislature, fearful that their previous ban on same-sex marriages might not be strong enough, passed a new law more strongly reiterating the ban. Thirty-three states now have laws denying recognition to gay marriages.

**Washington State Appeals Court Disallows Gay Partner's Inheritance by Intestacy.** The Washington Court of Appeals ruled that a gay man was not entitled to inherit the estate of his partner of 16 years. When his partner died, the gay man filed a claim against the estate, arguing that the two had been in a "meretricious relationship," thus entitling him to a share of their community property. The court rejected this argument, noting that Washington law defines a meretricious relationship as "a stable, marital-like relationship." The property distribution under a meretricious relationship is whatever would have been community property had

the parties been married. Since the two gay men could not be married, their relationship was not "quasi-marital" and therefore the surviving partner was entitled to nothing. *Vasquez v. Hawthorne* (Wash. App. 2/11/00).

**Virginia Supreme Court Invalidates Domestic Partnership Benefits.** Unanimous as to outcome but sharply split as to methodology, the Virginia high court ruled that Arlington County's offering of health insurance eligibility to domestic partners of county employees violated a state statute authorizing municipalities to extend health benefits to "dependents" of county employees. The county argued that the term "dependents" was not defined in the statute and could be broadly interpreted to cover persons who live together and are financially interdependent. The court found the interpretation unreasonable. *Arlington County v. White* (04/21/00).

## State Legislative Developments

**Idaho Passes Religious Freedom Restoration Act.** Idaho lawmakers have passed the Religious Freedom Restoration Act, a bill which some argue could allow employers and landlords to discriminate against lesbians and gay men. The bill provides that if non-compliance with any state or local law is religiously motivated, the state must prove a "compelling interest" in order for that law to be enforced. Many are concerned that the law legalizes discrimination against lesbians and gay men, as long as such discrimination is motivated by religious beliefs. The bill takes effect on Feb. 1, 2001. Until then there will be continuing discussions (called for by the governor) among the bill's sponsors, supporters and opponents about the new law's scope and reach.

**Other Developments.** Georgia failed to pass hate crimes legislation that *specifically* protects sexual orientation when the House amended a bill to delete such language passed by the Senate. . . . The New Hampshire legislature overwhelmingly rejected a ban on same-sex marriages on March 29. . . . Coming on the heels of the passage of the Knight Amendment, the California State Assembly Judiciary Committee approved three different domestic partnership bills on March 28 that would give partners the right to participate in medical decisions of partners, give domestic partners intestate succession rights and the right to be administrators in intestate estates, and a broad bill to recognize the institution of domestic partners, allowing them to make funeral arrangements and bring actions for wrongful death and negligent infliction of emotional distress, as well as recognizing domestic partnerships registered outside California. . . . A Connecticut House Judiciary Committee has approved a bill allowing joint adoption by same-sex couples.

## Family Law -- Parenting

**Lesbian 'Ex' Awarded Visitation.** The New Jersey Supreme Court has ruled that a lesbian who helped raise her partner's twins has the right to visit the children following their break-up. The court said the partner was a "psychological parent" to the children and had a right to share parenting duties. The court ordered visitation, as is typical in many divorced families, and turned down a request for joint custody because the biological mother had made the decision to become pregnant before the committed relationship began. The court said, however, that the non-biological mother had developed a "parent-like relationship" with the children and established a four-part test to determine when someone is a "psychological parent," including that the legal parent consented to and fostered the relationship between the non-biological parent and the child; that the third party lived with the child; that the third party performed parental functions for the child; and that a parent-child bond was formed. *V.C. v. M.J.B.* (4/6/00).

**Minnesota Appellate Court Approves Tripartite Sharing of Custody Between Lesbian Co-Parents and Gay Sperm Donor.** The Minnesota Court of Appeals has awarded parental rights to three parents (all gay or lesbian) of a child conceived through donor insemination. The mothers are lesbian co-partners, and the donor was a gay man who formed a relationship with the child though he was not designated as the father on the child's birth certificate. The mothers eventually terminated visitation between the biological father and the child, and he filed suit seeking parental rights. Subsequently, the two lesbians terminated their relationship, and

the non-biological mother petitioned for custodial rights. The biological mother then moved to Michigan with the child. The Court of Appeals affirmed the trial court's decision to award sole physical custody to the biological mother, and joint legal custody between the biological mother and her former partner, while also allowing the biological father to have visitation rights and some participation in making decisions for the child. *LaChapelle v. Mitten* (3/14/00).

**Texas Courts Prohibit Lesbian Mother from Taking Daughter to Gay-Inclusive Church.** The Texas Court of Appeals has upheld a lower court ruling that a lesbian mother cannot take her child to the gay-inclusive Metropolitan Community Church. The father objected to the mother doing this on the basis of the parties' divorce decree, which gave the father the right to direct the moral and religious training of the child. The National Center for Lesbian Rights (NCLR) litigated this case, and the ACLU Gay and Lesbian Rights Project submitted an *amicus* brief. *In Re WKG* (3/23/00).

**Utah and Mississippi Pass Bans on Gay Adoption.** Utah and Mississippi passed bans on gay adoption, joining Florida as the only states to prohibit such adoption. Mississippi law prohibits couples of the same gender from adopting children. The Utah measure prevents placement of children in homes where unmarried couples – gay or straight – are cohabiting. The Utah law also precludes placement of child in foster care with unmarried couples. The ACLU and the NCLR, along with other groups, are considering a challenge against this law. The ACLU is currently challenging Florida's ban in Federal Court.

## ***Transgender/Gender Issues***

**Atlanta City Council Bans Gender Identity Discrimination in City Employment.** On March 6, the Atlanta City Council added "gender identity" as a protected category in the city's non-discrimination law, which bans discrimination in city employment based on marital status, national origin, race, religion, sex and sexual orientation.

**Court of Appeals Finds Protection for Transgendered Individuals Under Federal Law.** Relying on precedent which holds that discrimination on the basis of sex stereotypes is illegal, a 9<sup>th</sup> Circuit Court of Appeals panel said in *dicta* that a transgendered individual *may* be protected under Title VII of the Civil Rights Act of 1964 if the discrimination stems from gender stereotypes. The plaintiff, who self-identifies and dresses as a female, was an inmate in a Washington state prison who was harassed by a guard (and subjected to requests for oral sex and an attempted rape). The plaintiff sued under an 8<sup>th</sup> Amendment claim and under the Gender-Motivated Violence Act (GMVA), a provision of the 1994 Violence Against Women Act that outlaws gender-motivated violence. The district court, over the defendant's objections of being entitled to qualified immunity under 42 U.S.C. § 1983, denied the defense motion for summary judgment. The Court of Appeals upheld the denial of summary judgment for the 8<sup>th</sup> Amendment claim because the defendant's treatment of the plaintiff was beyond the scope of the immunity under § 1983. The court said there is "no societal interest in allowing prison guards to rape (or attempt to rape) inmates 'with independence' or 'without fear of consequences.'" On the GMVA claim, the court rebuffed the defense argument that it only applies to women. It said that the law protects anyone subjected to violence motivated by their gender, and that in this case, the harassment was motivated by the plaintiff's gender. The court, however, granted the summary judgment for the defendant on the grounds that the statute was not clear on its face as to whether a sexual assault on a transgendered person would be covered under the law. Since the law was not clearly established, the defendant enjoyed qualified immunity. However, as a result of the ruling, transgendered individuals in the 9<sup>th</sup> Circuit have a stronger case for arguing they are protected from gender-motivated violence by the GMVA. *Schwenk v. Hartford* (9<sup>th</sup> Cir. 2/29/00).

**No Immunity for Prison Officials Who Cut Off Transsexual Inmate's Hormone Treatments.** The 9<sup>th</sup> Circuit Court of Appeals has ruled that prison officials did not enjoy immunity from suit by a transsexual inmate after cutting off hormone therapy. The court rejected the defendant's argument that there was no established authority holding that transsexual inmates are entitled to receive hormone therapy, instead framing the issue as

whether the defendants were "deliberately indifferent to serious medical needs." The court found here that the treatments were discontinued with no consideration of the plaintiff's needs, posing a serious risk to the patient. *South v. Gomez* (9<sup>th</sup> Cir. 2/25/00).

**Texas High Court Refuses to Review Ruling.** On May 18, the Texas Supreme Court denied the motion for rehearing in the *Littleton v. Prange* (see LAWbriefs, Fall 1999) case, in which it had earlier ruled that a post-operative transsexual retained her birth sex for purposes of the state wrongful death statute. In so doing, the court invalidated Ms. Littleton's 10-year marriage to her husband. Attorney Phyllis Frye represented Ms. Littleton before the Texas Supreme Court. She and attorney Alyson Meiselman will represent her in an appeal to the U.S. Supreme Court.

## Litigation Notes

**Gay New York City Couple Settles Suit for Housing Discrimination.** With Lambda's help, a gay New York City couple has reached settlement in an unlawful discrimination suit arising from a landlord's refusal to rent to them because they are gay. The couple was the first to respond to an apartment listing when they filled out a rental application and left a deposit with the broker. They were denied when the landlord told the broker he was unwilling to rent to two men. The Open Housing center subsequently verified that the landlord was refusing to rent to same-sex couples. The parties agreed to a monetary settlement; additionally, employees of the brokerage will sign a statement attesting to their understanding and compliance with fair housing laws. The realtor has also agreed to institute anti-discrimination training. *Beaton v. Vinje Realty & Kazerooni Realty Group*.

**Judge Orders School to Let Club Meet.** Over objection of some administrators and parents, a federal judge has ordered that a student club that would look at classroom subjects from the perspectives of gays and lesbians be allowed to meet at their Salt Lake City high school. The suit is the latest chapter in an ongoing effort by the district to deny recognition to these groups and forbid voicing of gay-positive views. Lambda, NCLR, and the ACLU of Utah filed suit to challenge the denial of approval for a gay student group in the Salt Lake City, Utah, school district. *East High School Prism Club v. Seidel*.

**Judge Limits Protection of Kentucky Anti-Discrimination Law.** A Kentucky Circuit Court judge ruled that a Jefferson county law prohibiting discrimination against homosexuals in housing, employment and public accommodations applies only to unincorporated parts of the county. The city of Louisville, which is in Jefferson County, has employment protections but no other protections. The judge issuing the decision offered no explanation for his decision. The American Center for Law and Justice has filed suit on behalf of a doctor claiming that the city of Louisville's ordinance banning sexual orientation discrimination violates his religious rights (see LAWbriefs, Fall 1999).

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**Acknowledgments/Sources.** In addition to primary court and legislative materials, sources for the above summaries include Prof. Arthur S. Leonard's invaluable *Lesbian/Gay Law Notes*, and materials from the American Civil Liberties Union (ACLU), Gay & Lesbian Advocates & Defenders (GLAD), GenderPAC, Lambda Legal Defense & Education Fund (Lambda), National Center for Lesbian Rights (NCLR), Prof. Phyllis Frye, and Servicemembers Legal Defense Network (SLDN). We thank these valued allies for their helpful review of, and contributions to, LAWbriefs.

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The New York Times  
SUNDAY, OCTOBER 1, 1995

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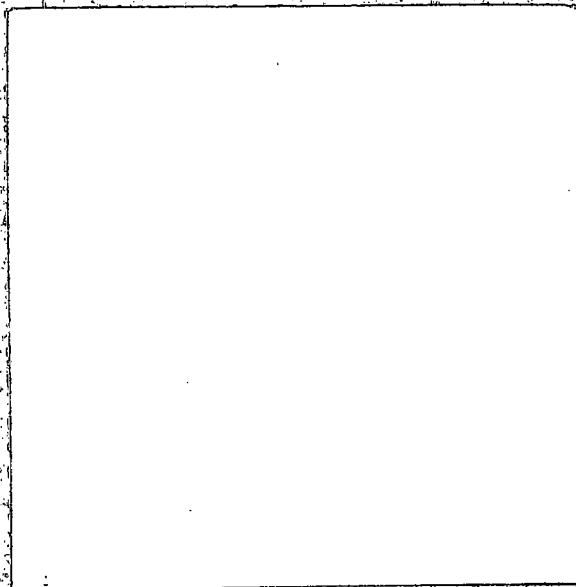


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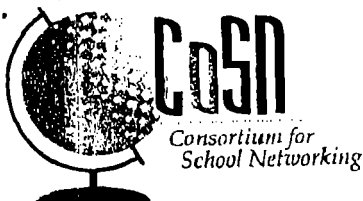
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We are exploring the possibility of inviting the First Lady and Secretary Riley to participate in a media event in late October. The event could take place in either (or both) Washington, DC and New York state. Ideally we might want to have an actual classroom site using the resources, linked with the National Press Club.

While the site has been operating since September 1998, it has never had a high-visibility "launch". In addition, several important new enhancements have been added for the new school year, including News Snapshot (for grades 3-5), Science Q&A with C. Claiborne Ray, a lesson plan search, and a family movie guide.

Senior executives of The New York Times would participate in the event. We are tentatively thinking about the week of October 25, but are flexible depending on the schedule of the First Lady. Our preference would be to make this a bi-partisan event and involve U.S. Senator James Jeffords, Chairman of the Senate Education Committee. We have not yet had discussions with his staff.

I am also working with Dr. Linda Roberts regarding involvement by Sec. Riley. She expressed interest in this type of event when we met with her this past spring. If you have additional suggestions about person(s) on the First Lady's staff to contact, please let me know.

For this event to be a success we will need to get a commitment in the near future. I can be reached at (202) 462-9600 ext. 18 or at this e-mail address. Best wishes,

Keith Krueger  
Executive Director, Consortium for School Networking (CoSN)

## Overview

# All About The New York Times Learning Network

### Mission Statement:

To support the  
acquisition of knowledge  
and promote literacy by  
creating the Internet's  
best education site —  
offering the most  
profound resources and  
fostering the most active  
community for teachers,  
students and parents.



The New York Times  
**LearningNetwork**  
[www.nytimes.com/learning](http://www.nytimes.com/learning)

## **Company Philosophy and History of Educational Involvement**

The core purpose of The New York Times Company is to “enhance society by creating, collecting and distributing high-quality news, information and entertainment.”

Educational initiatives of The New York Times Company and all of its subsidiaries support that core purpose through dedication to providing high-quality educational products and services to parents, teachers and students.

Throughout its history, The New York Times has been committed to a number of educational initiatives, including the use of The Times as a learning resource. In 1932, The New York Times established a program that enabled teachers to use The Times in classrooms.

Frustrated by information in out-of-date textbooks, teachers began incorporating The Times into their daily lesson plans, using it for current events and social studies classes. The Times sent representatives into local schools to train teachers how to use the paper as a classroom tool and to teach their students the “art” of reading it.

The program was so successful that it eventually grew to become the nationally known “Newspaper in Education” (NIE) Program, offering newspapers to classrooms at steep discounts along with curriculum supplements and instructional aids.

In 1996, in response to teachers who wanted to use The Times for a semester, but couldn’t afford it, The Times created the Vacation Donation program. Now, home delivery customers can help build classroom use of The Times by continuing to pay for their newspaper while on vacation, but donating their copies to schools. For each copy donated, The Times is able to supply at least two students with their own copies. And for every Sunday issue of the National Edition donated, a school receives 14 daily copies.

Corporations are also able to expand their community and youth involvement while promoting literacy through this program. The New York Times Newspaper in Education Corporate Sponsorship Program matches up educationally-minded companies with schools that have expressed an interest in receiving copies of The Times for their classrooms. Participating teachers also receive free New York Times curriculum guides to help them use The Times to teach various subjects.

In addition to the Vacation Donation and Corporate Sponsorship Programs, The New York Times continues to subsidize half of the cost of classroom subscriptions, as well as to provide teachers of grades six and higher with guides to help them incorporate the newspaper into specific classroom studies.

The New York Times  
ON THE WEB  
**LearningNetwork**

*Company Philosophy and History of Educational Involvement, continued*

In 1998, The Times Company focused on two key education initiatives: bridging the gap between newspapers, technology and education and creating renewed interest in newspapers among the higher education community. Through the creation of The New York Times Learning Network, The New York Times College Newspaper Readership Program, and The New York Times College Scholarship Program, The New York Times Company has reinforced its commitment to education initiatives across all aspects of the Company. These programs, supplemented by workshops, seminars and other staff development programs, serve as the cornerstone for attracting a new generation of newspaper readers.

**Integrating Newspapers and Technology in Education :**

**The New York Times Learning Network**

In support of the Newspaper in Education program's strategy for increasing Times readership among young people and for building life-long loyalty to the brand, Times Company Digital added the Learning Network to The New York Times on the Web. The Learning Network (<http://www.nytimes.com/learning>) is an education Web site and on-line resource for educators, parents, and students in grades 6 through 12. The New York Times Learning Network provides, free of charge, a daily lesson plan and comprehensive interactive resources based on the content of the newspaper.

The mission of the Learning Network is to support the acquisition of knowledge and promote literacy by creating the Internet's best education site – the most profound resource and most active community for parents, teachers and students. Research provided by the The New York Times Education Task Force indicated that thousands of teachers across the country use The New York Times as a teaching tool in the classroom. The Learning Network is used to aid and encourage that effort.

## Biographies

**Martin A. Nisenholtz, CEO of Times Company Digital (TCD)** since June 1999. TCD consolidates the company's more than 50 online holdings, including The New York Times on the Web, Boston.com, New York Today, WineToday.com and GolfDigest.com. Mr. Nisenholtz joined the New York Times as president of its Electronic Media Company in June 1995, where he was responsible for the development and delivery of electronic products centered around the content of the newspaper. In October 1998 he was given the additional corporate responsibility of helping to coordinate the company's new media activities.

Prior to joining The Times, Mr. Nisenholtz was director of content strategy for Ameritech Corporation, where he was responsible for guiding development of new video programming opportunities and interactive information and advertising services. From 1983 to 1994, Mr. Nisenholtz worked at Ogilvy & Mather Worldwide. In 1983, he founded the Interactive Marketing Group (IMG), the first creative development unit at a major US advertising agency devoted specifically to interactive communication. Upon his departure, he was a senior vice president and a member of the operating committee.

Mr. Nisenholtz began his career in 1979 as an assistant professor and research scientist at New York University where he participated on the founding faculty of the Interactive Telecommunications Program and worked on pioneering interactive media efforts in the areas of education, healthcare and public information.

Mr. Nisenholtz received a bachelors degree in psychology from the University of Pennsylvania in 1977 and a masters degree from the University of Pennsylvania Annenberg School of Communication in 1979. He is married, has two children and lives in Armonk, NY.

**Rob Larson, Education Editor, The New York Times on the Web.** Robert Larson joined The New York Times Learning Network as education editor in July 1998 after having served as community developer for The Time's New York Today site. Previously, from October 1996 to October 1997, he was deputy editor and the editor for The New York Times on America Online. He began his career at The Times as producer on The New York Times on the Web in June 1996. Prior to joining The Times, Mr. Larson was a freelance screenwriter.

Mr. Larson received a B.F.A. Degree in Film & Television Production from the Tisch School of the Arts at New York University. He received an M.A. degree in instructional technology and media from Teachers College at Columbia University.

*Biographies, continued*

**Alison Zimbalist, Education specialist for the Learning Network.** A St. Louis native, Zimbalist graduated from Emory University in Atlanta, Georgia with a B.A. in English and certification in language arts grades 7-12. She taught high school language arts at Salem High School in Conyers, Georgia for three years. After earning here M.Ed. from Emory in 1997, Zimbalist moved to New York and taught tenth and eleventh grade humanities at Metropolitan Corporate Academy in Brooklyn, where she was a member of the school steering committee and a pioneer in the school's service learning program.

Zimbalist's experiences in curriculum writing span beyond generating and implementing ideas for her own classroom. As a member of an interdisciplinary team in both schools, Zimbalist worked closely with colleagues in different content areas to plan unites connecting multiple disciplines. Additionally, she wrote the service learning curriculum for Metropolitan Corporate Academy for the 1998-1999 school year. In addition to being the education specialist for the Learning Network, Zimbalist writes interdisciplinary curriculum as a freelance writer for Youth Media International, based in Connecticut.

# Reaching Teachers, Students & Parents

"The Learning Network  
is the most helpful  
site on the Web  
for educators  
who want to integrate  
the events of the day  
with the curriculum  
of the class."

— Ronald Krutten,  
Guidance Counselor,  
Milwaukee



The New York Times  
**LearningNetwork**  
[www.nytimes.com/learning](http://www.nytimes.com/learning)

# The New York Times LearningNetwork

## Students

There are 53 million students in the United States and the overall public and private school enrollment is expected to increase to 54.2 million over the next 10 years.

**89% of public schools are wired to the Internet\***  
**51 % public school classrooms are wired to the Internet \***

\*(U.S. Department of Education, National Center for Education Statistics, 1998)

*How does The New York Times Learning Network help students learn?*

- An interactive approach to learning that promotes involvement
- Comprehensive guide to current affairs, with vocabulary and geography building tools from Merriam-Webster's Collegiate Dictionary and Encarta Conise Encyclopedia
- Challenging quizzes and theme based crossword puzzles
- Online dialogue with New York Times editors and reporters

### *Features for Students*

*News Summaries – Daily News Quiz – Student Voices – Crossword Puzzle – Ask a Reporter – On This Day in History – Word of the Day – Site of the Day – Quote of the Day – Science Questions and Answers*

[www.nytimes.com/learning](http://www.nytimes.com/learning)

1120 Avenue of the Americas, NY, NY 10036 | [learning@nytimes.com](mailto:learning@nytimes.com)

The New York Times  
ON THE WEB  
**LearningNetwork**

## **Teachers**

There are 3 million teachers and 3 million administrators in the United States.

**At least 2.2 million teachers will need to be hired over the next decade to keep up with the booming student population.**

*How does The New York Times Learning Network help Teachers Teach?*

- Innovative, ready-to-print lesson plans created daily, in partnership with Bank Street College of Education in New York City
- Lesson plan archives for easy curriculum planning
- Discussion forums with like-minded teachers around the country
- Education news from The New York Times

### *Features for Teachers*

*Daily Lesson Plans – Lesson Plan Archive and Search – Education News & Reviews –  
NIE Teacher Resources – Classroom Subscriptions – News Snapshot Mini-Lesson –  
Links to State Standards – Lesson Planning Beehive*

The New York Times  
ON THE WEB  
**LearningNetwork**

## Parents

There are 23 million parents in the United States.

***Family PC Magazine* estimates that parents plan to spend \$16 billion on computing products in the next 12 months**

*How does The New York Times Learning Network help Parents Participate?*

- State-of-the-art technology with the authority, familiarity and credibility of The New York Times
- Discussion forums with teachers and other parents
- Education news and product reviews
- Guide and reviews of movies
- The Learning at Home section, with lessons for parents who are home schooling their children, as well as conversation starters to help parents discuss today's news with their kids.

### *Features for Parents*

*Learning at Home – Discussion Topics – Product Reviews – Vacation Donation Plan – Educational Reports – Family Movie Guide*

## Testimonials

“It is by far the best Internet source I have found. The lessons are well-written and standards based. The topics have been useful to teachers of American history, civics, economics, geography, world studies... Keep up the good work.”

*Carol Egbo  
Social Studies Consultant, Waterford Schools  
Waterford, MI*

“Your site has proved to be an invaluable resource... Instead of spending hours searching for reliable material on the Web. I can devote my time to what I really enjoy: teaching.”

*Claudio L. Fernandez  
English Language Teacher, Escuela del Alba  
Buenos Aires, Argentina*

“Thank you for the Learning Network! I now can access resources from The New York Times to supplement my children’s learning experiences at home.”

*Kathleen M. Carroll  
Mother of four  
Cincinnati, OH*

# Receiving High Marks

"Because of the  
thoughtfulness of  
the design, the  
resources it provides  
and the ease with  
which it integrates  
the content to  
the classroom, the  
Learning Network rates  
a golden bookmark!"

Bill Stumatis,  
New York Teacher Newspaper,  
United Federation of Teachers



The New York Times  
**LearningNetwork**  
[www.nytimes.com/learning](http://www.nytimes.com/learning)

## **Awards and Recognition**

1999

**Public Service Award**

NAA - Digital Edge Award, July 1999

**Top 100 Products**

Curriculum Administrator Magazine, June 1999

**Hot Websites**

Teaching PreK - 8 Magazine, May 1999

**The Schrockguide Award**

Kathy Schrock's Guide for Educators, April 1999

**1999 Awards Portfolio Winner - Internet Resource**

Media & Methods Magazine, April 1999

**Merit Winner**

Society of Publication Designers, March 1999

**Gold Award Winner - Distinguished Achievement in joining curriculum and Web technology**

Curriculum Administrator Magazine, February 1999

**Web Winner**

NEA Today, January 1999

1998

**Golden Bookmark**

United Federation of Teachers, New York Teacher, December 1998

"The Learning Network should be part of the Internet arsenal of every teacher"

# News About The New York Times Company

229 West 43d Street, New York, NY 10036-3959

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For Immediate Release

Contact: Lisa Carparelli, 212-556-4425; E-mail [carpall@nytimes.com](mailto:carpall@nytimes.com)

Nancy Nielsen, 212-556-7078; E-mail [nielsen@nytimes.com](mailto:nielsen@nytimes.com)

*This release may be downloaded from <http://www.nytco.com>*

## **The New York Times Learning Network – ([www.nytimes.com/learning](http://www.nytimes.com/learning)) Expands Offerings for Students, Parents and Teachers of Grades 3-12**

NEW YORK, August 17, 1999 -- August 17, 1999 -- Times Company Digital, the Internet business unit of The New York Times Company, announced today that it will add several new features to its award-winning Web site, The New York Times Learning Network ([www.nytimes.com/learning](http://www.nytimes.com/learning)), beginning in September. The New York Times Learning Network is a leading online resource that provides, free-of-charge, daily lesson plans and comprehensive interactive resources based on the content of the newspaper.

"We are pleased to be expanding the offerings of The New York Times Learning Network," said Martin A. Nisenholtz, CEO of Times Company Digital. "The Learning Network is a trusted home on the Internet where students, parents and teachers can find the types of resources they're looking for and be confident in the quality and credibility of the content."

The site, originally targeted to grades 6-12, is expanding its offerings to include:

- **News Snapshot** - a current events mini-lesson for grades 3-5, featuring a photograph from the day's news along with sample questions for teachers to ask their students, including the basic who, what, where, when, why and how. A list of Web sites relating to the subject of the photo will also be provided.
- **Science Question and Answer** - a 5-year archive of C. Claiborne Ray's popular column from Tuesday's ScienceTimes section. The questions will be archived under 12 categories to make browsing the collection simple and fun. The categories include: Animals, Birds & Fish, Human Body & Mind, Insects & Invertebrates, Manufactured Things, Microscopic Life, Plants, Space & Spaceships, The Earth, The Sea, The Weather, and Everything Else. Sample questions include: "Why does a bat

hang upside down to sleep?" and "How does a battery work?" In addition, students can ask their own questions to C. Claiborne Ray.

- **Lesson Plan Search** - allows teachers to search The New York Times Learning Network's archive of over 300 lesson plans, free-of-charge, by typing in a keyword, indicating their academic subject area and selecting a target grade level.
- **Family Movie Guide** - a browsable archive of the "Taking the Children" column that appears in Friday's Weekend section. Each movie review contains a short synopsis of the movie's plot, parental notes on the film's sexual content, violence and profanity, and age recommendations. Each review will also contain a link to the complete film review on The New York Times on the Web.

Users can also take advantage of other new features including Word of the Day, a vocabulary-building tool featuring words from The New York Times; Site of the Day, which highlights a unique and helpful Web site; Quote of the Day, and an improved On This Day, which will incorporate historic birthdays.

"Every page on our site links to a 'Feedback' page, where we invite readers to send comments, recommendations or criticisms," said Robert Larson, education editor for The New York Times Learning Network. "Many teachers in grades K-5 wrote in requesting curriculum material for their classrooms. We are hoping that News Snapshot will meet that need. All of our new features are a natural outgrowth of what we've been hearing from users, and we hope to continue developing the site in that way."

The New York Times Learning Network, launched in September 1998, has won numerous awards, including the Digital Edge Award for Public Service from the Newspaper Association of America New Media Federation in July 1999 and the Gold Award for Distinguished Achievement in joining curriculum and Web technology from Curriculum Administrator Magazine in February 1999.

The New York Times Company (NYSE: NYT) is a diversified media company including newspapers, magazines, television and radio stations, and electronic information and publishing. The Company's core purpose is to enhance society by creating, collecting and distributing high-quality news, information and entertainment.

The Company, which had 1998 revenues of \$2.9 billion, publishes The New York Times, The Boston Globe and 21 regional newspapers; publishes three magazines, including Golf Digest; and operates eight network-affiliated television stations and two New York City radio stations. The Company operates nearly 50 Web sites, including nytimes.com, boston.com and winetoday.com as part of its Times Company Digital business unit. It also operates news, photo and graphic services as well as news and feature syndicates. The Company holds interests in one newsprint mill, one supercalendered paper mill and the International Herald Tribune S.A.S.

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# News About The New York Times Company

229 West 43d Street, New York, NY 10036-3959

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For Immediate Release

Contact: Lisa Carparelli, 212-556-4425; E-mail [carpall@nytimes.com](mailto:carpall@nytimes.com)

Nancy Nielsen, 212-556-7078; E-mail [nielsen@nytimes.com](mailto:nielsen@nytimes.com)

*This release may be downloaded from <http://www.nytimes.com>*

## **Times Company Digital Receives Four Digital Edge Awards From NAA's New Media Federation**

NEW YORK, July 20, 1999--Times Company Digital, a business unit of The New York Times Company, announced today that two of its web sites, The New York Times on the Web (<http://www.nytimes.com>) and The Press Democrat Online (<http://www.pressdemo.com>), have been honored with four Digital Edge Awards from the Newspaper Association of America New Media Federation. The Digital Edge Awards honor outstanding online newspaper products and are selected each year by a panel of industry experts recruited by the New Media Federation. The awards were presented at a luncheon during the NAA's CONNECTIONS 99 conference that was held at the Hilton Chicago and Towers July 15-18.

The New York Times on the Web received top honors with the award for Best Online Newspaper (Circ. 150,000+) in recognition of its comprehensive content and ease of navigation. The New York Times on the Web also won Best Advertising Campaign for a special database marketing campaign developed for Northern Light's search product.

In addition, TCD properties won two awards in the Public Service category. The New York Times Learning Network, an educational resource for parents, teachers and students in grades 6-12, received the Public Service Award (Circ. 150,000+), while The Press Democrat Online received the Public Service Award (Circulation 75,000-150,000) for The Knowledge Connection, an educational guide for students in grades three through 12.

"We are pleased to be recognized by the NAA for our online initiatives," said Martin A. Nisenholtz, CEO of Times Company Digital. "One of the primary goals of TCD is to provide high-quality news and information to our growing online audience. Winning four Digital Edge Awards is a tribute to the efforts of both The New York Times on the Web and The Press Democrat Online in achieving these objectives."



Times Company Digital is a business unit of The New York Times Company. It consolidates the Company's more than 50 online holdings, including The New York Times on the Web, boston.com, New York Today, WineToday.com and GolfDigest.com along with the Web sites of its Regional Newspaper Group, Broadcast Group and Magazine Group.

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The Company is listed on the New York Stock Exchange under the ticker symbol "NYT."

# # #

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Nancy Nielsen, 212-556-7078; E-mail [nielsen@nytimes.com](mailto:nielsen@nytimes.com)  
*This release may be downloaded from <http://www.nytco.com>*

## **The New York Times Launches National Education Web Site, the Learning Network <http://www.nytimes.com/learning>**

**— Partners Include Bank Street College of Education in New York City,  
Merriam-Webster's Collegiate(R) Dictionary and Microsoft Encarta—**

NEW YORK, September 16, 1998 - The New York Times Electronic Media Company today announced the launch of the Learning Network (<http://www.nytimes.com/learning>), a new education Web site and on-line resource for educators, parents, and students in grades 6 through 12. The New York Times Learning Network provides, free of charge, a daily lesson plan and comprehensive interactive resources based on the content of the newspaper.

"Each and every day The New York Times publishes a wealth of information that cuts across the many different curricula used in our secondary schools," said Martin Nisenholtz, president of The New York Times Electronic Media Company. "Whether it's science news, world history or vocabulary-building, students, teachers and parents across the country can now enhance the learning experience through this interactive and engaging site."

More than a year under development, The New York Times Learning Network is working with a number of well-respected educational institutions and references including Bank Street College of Education in New York City, Merriam-Webster's Collegiate(R) Dictionary and Microsoft Encarta multimedia encyclopedia to create the most comprehensive news and education resource on the Web.

The New York Times Learning Network's education specialist will work with a Bank Street curriculum expert to develop easy-to-use, high-quality daily lesson plans based on current New York Times articles. In addition, vocabulary from New York Times featured articles will link to definitions from Merriam-Webster's Collegiate(R) Dictionary. Similarly, country names



appearing in Times articles will link to maps and geographical information provided by Microsoft Encarta concise encyclopedia.

"As the nation's schools and homes gain access to the Internet, more and more attention will be focused on ways in which this interactive medium can be leveraged," said Rob Larson, education editor for The New York Times on the Web. "We expect our site to become an indispensable tool for educators, one that engages students and involves parents."

In addition to new lesson plans appearing daily, teachers will also benefit from an archived database of past lesson plans categorized by subject, and the ability to submit and share lesson plans of their own with their peers nationwide. "The Internet is the ultimate knowledge-sharing medium," said Mr. Nisenholtz. "In using the Learning Network, teachers will find a trusted home on the Internet where they can be confident in the quality and credibility of the site's content." In addition to lesson plans, teachers will find education news from the pages of The New York Times, information about The New York Times's Newspaper In Education program (described below), and "Navigator," which provides links to other quality education-oriented Web sites.

Students will have access to news summaries with built-in vocabulary and geography builders, a "daily news quiz," which is graded on-line, and a monthly themed crossword puzzles edited by Will Shortz, editor of The New York Times Crossword Puzzle. In addition, students will be able to submit "letters to the editor" for possible publication on the site, and ask questions to various New York Times reporters through the "Ask a Reporter" feature. Students can also use "Navigator" to find links to other valuable Web sites, including sites to help them with homework and school research.

Parents can also become involved through participating in discussion forums, discovering the site's on-line reviews of educational products, and reading up on the latest in education news from The New York Times.

The New York Times has a long history of educational initiatives, including the Newspaper In Education Program, which promotes the use of newspapers in classrooms to complement texts and encourage newspaper reading by young people. In addition, in 1996 The Times created the Vacation Donation program, whereby home delivery customers can help build classroom use of The Times by continuing to pay for their newspaper while on vacation but donating their copies to schools. The Corporate Sponsorship Program matches up educationally-

minded companies with schools that have expressed an interest in receiving copies of The Times for their classrooms. In addition to these programs, The Times continues to subsidize half of the cost of classroom subscriptions, as well as to provide teachers of grades six and higher with guides to help them incorporate the newspaper into specific classroom studies.

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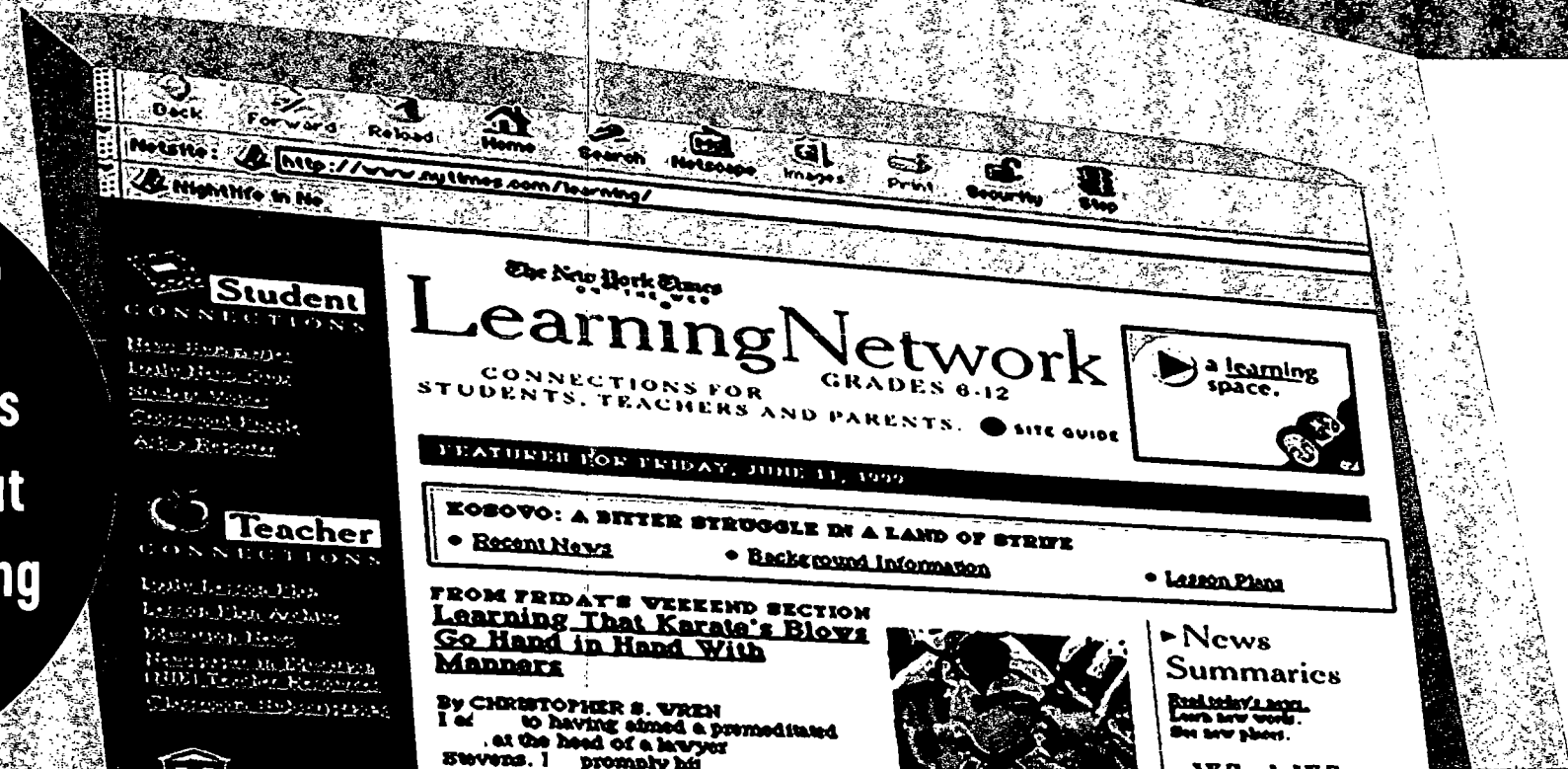
The Company, which had 1997 revenues of \$2.9 billion, publishes The New York Times, The Boston Globe and 21 regional newspapers; publishes three magazines, including Golf Digest; and operates eight network-affiliated television stations and two New York City radio stations. It also operates news, photo and graphic services as well as news and feature syndicates, and conducts several ventures in electronic publishing and new media. The Company holds interests in one newsprint mill, one supercalendered paper mill and the International Herald Tribune S.A.S.

The Company is listed on the New York Stock Exchange under the ticker symbol "NYT."

# # #

# Too Cool for School

**CHECK OUT**  
The New York Times  
Learning Network at  
[nytimes.com/learning](http://nytimes.com/learning)



Read the News History  
Remember on the Web  
NY Times News Packages  
Learn About the Times  
Search

**Strength Training for Both Body and Mind**  
Using Wings to Explore the Importance of Postures for Personal Growth

Grades 6-12  
Subjects: Language Arts

DEVELOPED IN  
PARTNERSHIP WITH  
**Hank Street**

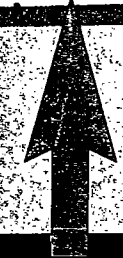
United States signs a  
agreement to join the Soviet  
war effort in World War II.  
See this historic page.

FEATURED FOR THE MONTH OF JUNE

SPECIAL NEWS PACKAGES

► Crossword

The New York Times  
**LearningNetwork**  
[www.nytimes.com/learning](http://www.nytimes.com/learning)



Learn about the news,  
quiz yourself, get puzzled,  
ask a reporter, find out what  
happened on this day in history.

**The coolest way to click with the world.**

**WHO'S WHO AND WHAT'S WHAT?**

A daily challenge, scored online, to help you keep up on who's doing what in the world today.

**CROSSWORD PUZZLE**

A New York Times classic, created especially for students and reflecting topical issues of the day.

**ASK A REPORTER**

Exclusive access to reporters. Ask them questions about a story they covered or issues that face journalists today.

**STUDENT VOICES**

Your chance to sound off on today's hottest issues, and see what other students from around the world have to say.

**ON THIS DAY**

Flash back to front-page news from the past. See how much things have changed ... and how much they've stayed the same.

**NEWS SUMMARIES**

"All the news that's fit to print" and the day's top Times stories — available just for students.

**[www.nytimes.com/learning](http://www.nytimes.com/learning)**

The New York Times  
**LearningNetwork**  
 1120 Avenue of the Americas  
 New York, NY 10036  
[learning@nytimes.com](mailto:learning@nytimes.com)

# All the tools teachers need ...

**Too Cool for School**

**CHECK OUT**  
 The New York Times  
 Learning Network at  
[nytimes.com/learning](http://nytimes.com/learning)

Learn about the news,  
 quiz yourself, get puzzled,  
 ask a reporter, find out what  
 happened on this day in history.

The coolest way to click with the world.

**www.nytimes.com/learning**

# All the time

The New York Times Learning Network is packed with interactive educational tools to help teachers connect lessons learned in class to events that are changing the world.

The New York Times  
**LearningNetwork**  
[www.nytimes.com/learning](http://www.nytimes.com/learning)

The New York Times  
OF THE WEB

# LearningNetwork

CONNECTIONS FOR  
STUDENTS, TEACHERS AND PARENTS.

GRADES 6-12

● SITE GUIDE

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**FEATURES FOR WEDNESDAY, JUNE 16, 1999**

**KOSOVO: A BITTER STRUGGLE IN A LAND OF STRIFE**

|               |                          |                |
|---------------|--------------------------|----------------|
| • Recent News | • Background Information | • Lesson Plans |
|---------------|--------------------------|----------------|

**FROM TUESDAY'S INTERNATIONAL SECTION**  
If You Believe in Fairies,  
Don't Bulldoze Their Lair

By JAMES F. CLARITY  
 Eddie Lenihan pointed to the high white-blossomed hawthorn bush standing alone in a large field in Latoun, a small village in western Ireland, and issued, not for the first or last time, a warning to local officials: if they bulldoze the bush to make way for a planned highway bypass, the fairies will come to wreak the kind of mischief fairies are famous for when they are angry.



*Johanna Kelly/PhotoLink Ireland, for The New York Times*

**RELATED LESSON PLAN**  
The Lore o' the Irish  
Connecting Irish Folk Tales to the Rich History of Ireland

Grades 6-12  
 Subjects: Geography, Global History, Language Arts, Social Studies

DEVELOPED IN PARTNERSHIP WITH  
  
**Bank Street**

**FEATURES FOR THE MONTH OF JUNE**

**SPECIAL NEWS PACKAGES**

- CURRENT EVENTS
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By WARREN E. LEARY  
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 March 16, 1968, during the Vietnam War, the My Lai Massacre was carried out by U.S. troops under the command of Lt. William L. Calley Jr. See this historic front page.

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**"Battle, Sandra"** <Sandra\_Battle@ed.gov>

09/21/99 04:06:02 PM

Record Type: Record

To: Ann O'Leary/OPD/EOP

cc:

Subject: FW: Ellington event

---

Hi Ann

> Regan just told me that the only date the Secty can do this in November  
> is Nov 17 after 12:00.

>

> Do you think that the First Lady will be available on Nov 17th or any  
> other date in November?

[Battle, Sandra]

> -----Original Message-----

> From: Battle, Sandra

> Sent: Tuesday, September 21, 1999 2:35 PM

> To: 'ann\_o'leary@opd.eop.gov'

> Subject: Draft w/ minor revisions-- Ellington event

>

> Hi Ann:

>

> I made some minor revisions to the draft I sent you earlier today.

> <<FLOUS.doc>>



- FLOUS.doc

September 21, 1999

## **Draft Proposal for Scheduling an Event for the First Lady of the United States**

**Purpose/ Background:** To request the First Lady's participation in an event designed to spotlight an innovative public-private partnership with potentially historic outcomes. It marks a powerful partnership for public education, the bringing together of George Washington University (GW) and the John F. Kennedy Center for the Performing Arts in partnership with the DC Public School system and the Ellington Fund. The intent of this new joint venture paradigm is to create and implement an innovative and challenging, artistic and academic program to improve and enhance the educational experience of students attending the Duke Ellington School of the Arts. Under new this arrangement, the Ellington School will have 'charter-like' status while it remains in the traditional public school system.

Ellington School is a college preparatory magnet high school offering specialized pre-professional training in music, theater, dance, visual and literary media, and museum studies. Enrollment is through audition.

It is an important event for public education when a large urban school district collaborates with a major high school to find innovative approaches to preserving that schools place in the system. It also signifies an important moment in arts education, demonstrating how highly valued the school's tradition of excellence and achievement is.

**Key Partners to the Agreement:** Superintendent of the District of Columbia Public Schools, Arlene Ackerman; President of the John F. Kennedy Center for the Performing Arts, Lawrence Wilker; the President of George Washington University (GW), Stephen Joel Trachtenberg and the Ellington Fund. (For years, the Ellington Fund has served as the non-profit fundraising arm of the Ellington School. The Ellington Fund raises a minimum of \$1,250,000 annually from corporations, foundations, and individuals to provide the school with staff, equipment, supplies and programming that exceed the funding provided by the school system. )

**Other Administration Official(s) Participating in the Announcement:** US Secretary of Education, Richard Riley

**Tentative Date for Announcement:** November \_\_, 1999

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During the First Lady's meeting with the Superintendent, one specific strategy was mentioned:

the establishment of a policy that allows successful schools such as the Ellington School to have 'charter-like' status. Charter-like schools are another option in public school choice. 'Charter-like' schools would have greater flexibility, authority and freedom from rules, similar to independent, freestanding charter schools, while they remain in the traditional public school system under the control of the Superintendent. The fundamental goal behind the creation of 'charter-like' DC public schools is the attempt to build on the strengths that already exist in the DC public school system and support the leadership of schools that have demonstrated high performance by granting them more autonomy. The Superintendent was told that granting more autonomy to high performing schools could help to create an environment where the better schools are not inclined to become independent charter schools, which would send the signal that the DC public school system is not capable of changing to accommodate innovation.

**Current Activity:** Representatives of the Ellington Fund, GW and the Kennedy Center have been involved in negotiations with the school system regarding the assumption of the management, operation and oversight of the high school. The three entities formed a new Section 501C(3) corporation, the Duke Ellington School of the Arts Project (DESAP). DESAP was formed with the sole purpose to manage, operate and oversee the Ellington School on behalf of the DC public school system.

The Department has been working with the Superintendent and the partners assisting them with negotiations and the design of this new paradigm and we are on the verge of being ready to make a public announcement. Although, the school system is still working towards finalizing the details of the partnership agreement, we were planning to make the public announcement some time soon. Once the agreement is finalized, which we anticipate will be within the next 4-6 weeks, a transition period will begin with DESAP assuming management responsibility starting with the beginning of the 2000-2001 school year.

The parties recognize the need to further define their respective contributions and have agreed to enter into a MOU with respect to the responsibilities of each party no later than 30 days following execution of the final agreement. In the mean time, the parties have signed a letter summarizing the type of specific support each intends to provide (see below).

The **Ellington Fund** will serve as the administrative arm of the DESAP and will take primary responsibility for fundraising on behalf of the school. It will function as the external affairs office and will facilitate relationships with parents, alumni, press, legislators and others.

The **Kennedy Center** will contribute in a number of ways, including, but not limited to, the following:

- Take a leadership role in developing the arts curriculum programs at the school
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- Offer advanced placement classes for students
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- Offer higher education and professional development opportunities teachers
- Encourage graduate students to work at the school while receiving educational credits
- Provide shared use of theaters and other performance and exhibit venues
- Provide scholarship support for students who are admitted on their merits and demonstrate financial need

**Other Information:**

**Ellington School of the Arts**, is located at 1698 35th St., NW, 20007-2384 (Ward: 2) It serves grades: 9-12. Ellington School of the Arts is a magnet school; the school enrolls students from all sections of the District. Students from Virginia and Maryland also attend the school.

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## All Aboard the 'A' Train

The Ellington School Embarks on a New Approach to Learning

By *Jacqueline Trescott*  
Washington Post Staff Writer  
Monday, August 30, 1999; Page C01

In recent years, the people who created the Duke Ellington School of the Arts began to get the uneasy feeling that something was wrong with the school, generally considered one of the crown jewels in the tarnished District school system.

Was Ellington falling apart?

No. Not on any scale that usually applies to public schools. The school's building, on the fringe of upper Georgetown, needs a complete renovation, but it is considered a safe and welcoming environment.

Was it serving a limited community? No again. The student body, increasing this year to almost 600, comes from all parts of the city, with the majority from neighborhoods east of the Anacostia River. Was it shortchanging core academic subjects for the arts? No, the overwhelming majority of graduates--90 percent--go on to college. The dropout rate is less than 1 percent.

Was Ellington a problem for the D.C. school system? No, it ranks fourth on standardized testing of all 18 high schools. Was Ellington a financial drain? No, its independent board raised more than \$1 million a year to provide things that downtown couldn't afford. And, with the New Washingtonians jazz band and the Ellington Show Choir performing at meetings and suppers--even at the White House--and with student photography hanging in the Capitol, it hasn't lacked visibility or community input.

So what was the problem?

Everyone, from the founders to the faculty to the students, knew the school could be better.

"Just as it was clear to me years ago [that] we had to have a public school for the arts and we needed it to be free, we tried to come up with a paradigm that would stabilize the school and give it a platform for international recognition," says Peggy Cooper Cafritz, the co-founder of the school. The school had survived since 1974, but the goal of excellence was slippery.

Starting this week, Ellington is testing a new approach that will eventually bring in teachers from George Washington University and artists from the Kennedy Center to help push the students academically and artistically.

And the management of the school will change, too, if this year of exploration meets everyone's approval. Instead of being administered entirely by the public school system, the school will also be steered by the Kennedy Center and GW.

The truth is, the marriage of a high-flying arts program and a troubled school system has not always been a happy one. Some at the school feel the educational bureaucracy has held the school back and doesn't understand the challenges of simultaneously running a full academic and arts curriculum.

Cafritz is blunt on this score: "We have been jerked around for 25 years by the school system."

But things have changed in the city's hierarchy. Arlene Ackerman has taken over as superintendent and has shown a willingness to try new approaches, including hybrid management at the Ellington school. Mayor Anthony Williams has also signed on. The plan for reform, after years of trial and error, has been given the bureaucratic green light.

For students, the new vision promises more than the occasional photo op with a master artist, like Wynton Marsalis. For example, on a given day at the school, jazz vocalist Kurt Elling could be taking notes, listening to a student with dreams of being the next Cassandra Wilson. Far across the dance studio, Suzanne Farrell might watch a parade of long legs try for a perfect turn. An actor from the Royal National Theatre Company might critique a scene from "As You Like It," while members of the Turtle Island String Quartet might give the students in an instrumental music class pointers on listening to one another.

"The superintendent encouraged us to do it," says Stephen Trachtenberg, the president of George Washington University, "and we took that as a guidepost of the system's support."

The future leadership will include a governing board of three people from the Ellington Fund, three people from the Kennedy Center, three people from George Washington, three from the school family and the school superintendent.

The transition is being aided by Morgan, Lewis & Bockius as a pro bono project of the law firm, and a team of consultants, led by Dennie Palmer Wolf, a senior researcher at Harvard University. In addition, Secretary of Education Richard Riley has assigned a staff member to provide assistance.

A key component of the partnership is the Ellington Fund, the nonprofit fund-raising arm that provides extra money for teacher

salaries, counseling and academic remedial classes and scholarships. Over the years the fund has raised \$25 million, and this year brought in a record \$2 million. Each year the fund added \$1 million to the \$2.8 million budget received from downtown administration. Now the partners can receive designated funds for Ellington. Sidney Harman, a stereo industry executive who knew the composer for whom the school is named, gave the Kennedy Center \$650,000 for Ellington.

### Building on an Idea

To get to this juncture, Cafritz brainstormed with a wide circle of acquaintances. Approaches came from conversations with Vartan Gregorian, the former president of Brown University; Claudine Brown, a vice president of the Nathan Cummings Foundation; Peggy Ross, an activist in curriculum reform; and many others.

Two years ago, officials of the Ellington Fund suggested turning their brainchild into a charter school. Charters were being tested locally and seemed to provide the independence some at the school wanted. That didn't fly, mainly because some faculty members and parents were wary of the approach and some teachers had serious questions about job security and other protections their union covered. Also, the admissions policies of most charters, which have open enrollment and can't audition students, didn't meet the handpicked focus Ellington's people wanted.

After more fits and starts, Del. Eleanor Holmes Norton (D-D.C.) suggested a hybrid, combining the resources of the university, the performing arts center and the school. "She jump-started a stalled system," says Cafritz.

The plan would keep the school within the District system. Ellington would continue to conform to normal high school standards. The school superintendent would sit on the governing board, and the school system's procedures for budget, personnel and discipline would be kept.

This aspect becomes even more important as the dream for a new building is discussed. Cafritz has talked to avant-garde architect Frank Gehry about his interest in designing a new building, but a serious capital campaign is down the road.

What Ellington needed, everyone agreed, was a savvy backup band.

"Some of the existing structures have made it hard to exploit our resources," says Derek Gordon, the Kennedy Center's vice president for education and jazz programming.

As the practical pieces come together, Mike Malone, a co-founder of the school and the director of the arts curriculum, wants the school family to learn from the bureaucratic stumbling and choking of the past, but more importantly, to regain a vision.

"When we first came, we came as a family, one vision, one unit," says Malone, who helped transfer Ellington's predecessor, the Workshops

for Careers in the Arts, into the high school and was its first director 25 years ago. The competition for the best students, for the most dollars, led to some negative tensions. "Each department went into itself to survive," says Malone.

There are established agreements that will continue. The visual arts program works with the National Gallery of Art and the Corcoran Gallery of Art. The dance program has an alliance with the Academy of Arts in Philadelphia. The museum studies program is affiliated with some of the Smithsonian museums.

"This plan is an effort to bring it back to one vision," says Malone, who hopes the formula will become a model.

"We want to show how an integrated curriculum should work. We want to be a premier school for the arts," says Okpara H. Nosakhere, the school principal.

Behind the call for reform is a quarter-century of achievements. Graduates have done well, including opera soprano Denyce Graves, comedian David Chapelle and dancer Kevin Malone. Teachers, such as dance director Lynn Welters and jazz instructor Davey Yarborough, have won national acclaim.

In some ways the successes of the school, Cafritz says, blinded administrators in Ellington's hallways and downtown to the improvements and changes that were needed. "Starting with Julius Becton, the superintendents would say, 'Ellington is fine, Ellington is third and fourth academically of all our high schools. Why is Ellington making such a stink?' " says Cafritz.

Dan Harrison, an Ellington parent for six years and the president of the parent association, observes that the teachers have made a valiant effort in the midst of poor working conditions, late delivery of books and supplies, and other headaches such as the lack of a fully equipped science lab. When the school was cited for fire-code violations, Georgetown University did the repairs.

"Ellington has never gotten extra money for being a magnet school, like other jurisdictions. The old administrations have always treated Ellington differently in regard to needs. The custodial staff was cut down to the bone, beyond the marrow. We have performances here and you don't have people cleaning the bathrooms," says Harrison.

To start a tutoring program, Ellington administrators had to pay librarians to stay late and pay a fee to the city for the extra hours. Also, teachers who were burned out by the classroom experience couldn't be forced to retire or work elsewhere because of union protections.

"All of this gave us a sense of urgency in making this decision," says Cafritz.

Early Exchanges

Ellington students can concentrate in dance, technical theater, drama, visual arts, instrumental music, vocal music, museum studies, or literary and media arts. Their academic core includes foreign language, math, science, English and social sciences.

The day is a long one, with classes sometimes starting as early as 7:30 and ending at 4:15, and it stretches into nighttime with studio work and rehearsals. There was no study hall, and remedial and enrichment classes had to be conducted at lunch or after school. "Those will be more formal in the future," says Nosakhere.

Informal interchanges with GW have started, such as an assessment of Ellington's library by the university's chief librarian. Nina Seavey, a prize-winning documentary filmmaker at the college, has been reviewing the media and communications program. Officials at Ellington would like to use some of the university's language teachers in German and Italian, restoring instruction for the opera students that was cut years ago. When the administrative composition is finalized over the next year, more structured exchanges, such as allowing fast-track Ellington students to take freshman college courses, or having GW graduate students teach at Ellington as part of their training, might be possible.

The Kennedy Center is also aiming for more interaction. "We want to take it to another level with analysis and refinement. We want the artists engaged in skill-building activities and will try to provide that kind of time," says Gordon, who has been working with the division chairs at Ellington. The school will draw from artists who are performing at the center, as well as those who are doing unpublicized television specials and education institutes. School officials also hope that the center can arrange apprenticeships for students, particularly the technical theater majors, so they can move more quickly into the unions.

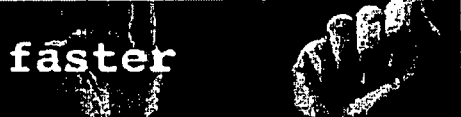
In turn, the center could use the school for rehearsal space. Debbie Allen, the award-winning choreographer and actress who was the first dance teacher at Ellington in 1974, is using its halls for rehearsal space.

But an education campaign has to be mounted with old-school bureaucrats and the reform team. "For this radical change, Dr. Ackerman has to make sure the middle management works hard to put her vision in place," says Cafritz. "If the school system flies with this, we can have a world-class institution."

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## FAX COVER SHEET

TO: Ann O'Leary

ORGANIZATION: \_\_\_\_\_

PHONE: \_\_\_\_\_ FAX: \_\_\_\_\_

FROM: Sandy Battle

COMMENTS: This is a draft. I came  
up w/ my own format.

Sandy

TOTAL PAGES (Including Cover): 4



**DRAFT**

September 21, 1999

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**Tentative Date for Announcement:** November \_\_, 1999

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- Provide scholarship support for students who are admitted on their merits and demonstrate financial need

**Other Information:**

**Ellington School of the Arts**, is located at 1698 35th St., NW, 20007-2384 (Ward: 2) It serves grades: 9-12. The school enrolls students from all sections of the District. Students from Virginia and Maryland also attend the school.

**PAX**

POST OFFICE BOX 2151, NEW YORK, NEW YORK, 10021 TEL: 212.254.5300 FAX: 212.254.4229 WWW.PAXUSA.ORG

**FAX COVER SHEET**

To:

Ann O'Leary

Company:

White House

Fax Number:

Date:

10/18/99

Pages Sent (Including Cover):

5

From:

Talmage Cooley / Dan Gross

Comments:

# PAX

POST OFFICE BOX 2151, NEW YORK, NEW YORK, 10021 TEL: 212.254.5300 FAX: 212.254.4229 WWW.PAXUSA.ORG

October 18, 1999

Ms. Ann O'Leary  
The White House  
By Fax: 202-456-2878

Dear Ann:

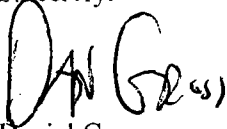
It was very nice speaking with you earlier today. As discussed, this letter is to invite the First Lady to participate in the launch of PAX's upcoming national awareness initiative called the A.S.K. Campaign (A.S.K. stands for "Asking Saves Kids"). PAX is planning to hold a major press event in late January or early February and we would be greatly honored if the First Lady would consider attending. We would also be very interested in discussing the further involvement of the First Lady in whatever capacity you considered appropriate (e.g. "National Chairperson of the A.S.K. Campaign").

A summary of the campaign is attached. As you will note, the campaign urges parents to ask their neighbors if there are unlocked guns in the home before sending their children over to play. This campaign provides a very real solution to a very real problem (over one third of American homes have guns - very few parents realize that) and it enrolls anyone concerned with the welfare of children in the prevention of gun violence, regardless of their politics. In the end, the A.S.K. campaign presents an opportunity to create a cultural focus and a tangible action (similar to "Friends don't let friends drive drunk.") that will lead to real change in America's habits and laws.

The campaign will consist of television, print, radio and billboard ads, as well as posters and pamphlets for doctors' offices, schools and others. PAX has leveraged its connections in the media industry to recruit a top advertising agency, commercial director, photographer and film production company to create and produce the work, all pro-bono. PAX has also secured significant commitments for free space and airtime from numerous media partners.

Again, we would be extremely honored to have The First Lady involved with the A.S.K. campaign and to attend its launch. As a mother, a leader and a visionary committed to reducing gun violence, her participation would certainly help provide the significant impact this important campaign deserves. I can be reached at the number above or anytime on my cell phone at 917-545-1728. Please let me know if there is any additional information I could provide.

Sincerely,



Daniel Gross  
Co-Executive Director

# PAX

## THE ASK CAMPAIGN

---

### Problem

Guns kill more children in America than all natural causes combined. Over 5,000 people under the age of eighteen are killed by gun violence every year. That means that every 24 hours another 14 children die from guns - the same number as in the recent tragedy at Columbine High School in Colorado.

Most gun violence among youth, including accidents, suicides and homicides occurs because a child had access to a firearm that was brought into the home by an adult, often a parent. Over 1/3 of American homes have guns and many are left unlocked and loaded. This is largely due to the widespread misperception, currently held by approximately 50% of Americans, that guns in the home are protective rather than dangerous. In reality, a gun in the home is 43 times more likely to kill or injure a friend or family member than an intruder.

### Opportunity

Easy access to firearms is a primary cause of the gun violence crisis, particularly as it relates to children. Many guns are brought into the home by adults because they mistakenly perceive the risks associated with guns. If this perception can be shifted, and if this shift leads to both behavioral changes and public policy changes which reduce access to firearms in the home, significant levels of gun violence can be eliminated.

The key, therefore, is to identify a communication insight which is powerful and universal enough to shift fundamental attitudes and behaviors regarding guns in the home. This insight must change the focus of the gun violence issue from a political debate over gun ownership to a public health issue of personal urgency to all Americans and it must provide a call-to-action which empowers all responsible Americans to participate in the solution.

### Solution

PAX has identified an insight which extensive research has shown is capable of shifting attitudes and behaviors regarding guns in the home. This insight is the powerful and universal desire to be a good and responsible parent. Leveraging this insight, PAX has developed the ASK Campaign (Asking Saves Kids) promoting the message that "good parents ASK their neighbors if they have a gun in the home before they let their children go over to play".

## **Rationale**

Extensive polling and focus group testing by Peter Hart & Associates indicates that parents are unaware of the risks posed to children by firearms in the home. The research also shows that, when they do learn the prevalence of firearms in their neighbor's homes and the frequency of tragic outcomes, parents are significantly more likely to ask if there are guns in the homes of their children's friends.

By promoting this question, the ASK Campaign will directly link participation in the solution to the notion of being a good parent and, in so doing, will transform the gun violence issue from a politicized debate over gun ownership to an urgent matter of public health and safety. It will enroll all Americans, including responsible gun owners, concerned with the health and safety of their children. Over time, the question of whether there are guns in the home will become part of the American vernacular, providing a clear action, much like "Friends Don't Let Friends Drive Drunk," that empowers the American public with a key part of the solution to the gun violence crisis.

In the end, by focusing on the risks posed to children and by actively enrolling the American public in the solution, the ASK Campaign will change perceptions regarding the inherently dangerous nature of guns in the home, leading ultimately to behavioral change and strengthened support for gun violence-related policy.

## **Implementation**

*PSA's:* PAX is working with Bartle Bogle & Hegarty (BBH), one of the most highly regarded creative and brand-building advertising agencies, to create PSA's for the ASK campaign. The agency has developed two launch television concepts and two launch print ads and has recruited an award-winning commercial director and print photographer to work on the project. Both the television commercials and print ads have already been shot and are in post-production. Digital Domain, which won Academy Awards in each of the past two years, is also providing extensive post-production and special effects services. The advertising campaign will be introduced as part of a major media event anticipated in January 2000 (see below). PAX is also in conversations with the nation's largest outdoor advertising company and one of the nation's largest radio networks to develop national billboard and radio initiatives to support the ASK campaign. All production work to this point has been secured on a pro bono basis by PAX and the estimated amount of production resources that have been dedicated to the project to date exceeds \$1,000,000.

*Media Placement:* To achieve the levels of targeted brand awareness necessary to create a significant cultural impact, the ASK campaign will require both paid and donated media support. To supplement paid support, PAX has already received commitments for pro-bono support from several of its major media partners, including national cable, radio and outdoor networks. PAX will also work directly with local anti-gun violence organizations around the country to solicit air-time in key markets. PAX will make ASK ads available to these groups, free of charge, and will allow each organization to co-brand the spots. Initial feedback to this concept from organizations nationwide has been overwhelmingly positive.

*Website:* PAX is redeveloping its website in conjunction with the launch of the ASK campaign, dedicating a portion of the site specifically to the ASK theme and working with its website development partners to create web-based content as effective and as groundbreaking as the ASK campaign itself. It will feature an interactive arena where visitors can learn statistics and safety information regarding guns in the home, see true depictions of children who found hidden guns, and tips on how parents might approach their neighbors to ask if there is a gun in their home. The site will also provide links with other national and local organizations working to reduce gun violence among youth.

*Collateral Materials:* PAX is leveraging its relationships with other non-profit organizations, corporations and professional associations to develop collateral materials that extend the reach and depth of the ASK campaign. For example, PAX is working with medical associations to develop ASK literature and posters to be displayed inside doctors' offices and hospitals, providing a powerful opportunity to reinforce the ASK message. Similarly, PAX will work with schools and PTA organizations to distribute literature through their channels.

*PR Campaign / Launch Event:* PAX will support the ASK Campaign with a comprehensive public relations campaign designed to generate significant free exposure for the ASK campaign. PAX has retained the pro-bono services of Dan Klores Associates (DKA), a leading national public relations firm. Together with DKA, PAX will develop and implement a targeted public relations strategy for the ASK Campaign that will include a major launch event featuring supporting organizations and professional associations, celebrity parents, and gun violence victims. After the campaign is launched, DKA and PAX will work with the news media and entertainment industry to generate regular public relations opportunities to communicate the ASK theme to the public.

## **Measurement**

PAX and BBH are working with the Johns Hopkins Center for Gun Policy and Research to develop a comprehensive plan to measure and evaluate the ASK Campaign's success. Four primary criteria, two attitudinal and two behavioral, will be used to gauge the short and long-term effectiveness of the campaign:

1. Degree to which parents consider themselves likely to ask question (short-term attitude shift)
2. The percentage of parents who ask their neighbors whether there is an unlocked gun in the home before they send their children over to play (short-term behavioral shift)
3. The degree to which unlocked guns in the home are viewed as dangerous rather than protective (long-term attitude shift)
4. The percentage of American homes with unlocked guns (long-term behavioral shift)



Prime Time with P.J.

# INFORMATION BOOKLET

Through imagination and community,  
youth and the young at heart  
connect to cultivate  
literacy, leadership, and lifelong learning.

--- P.J.



## Prime Time with P.J.

**P** *Prime Time with P.J.* is a creative, innovative, two-part literacy and leadership initiative, which includes:

- ☆ **Book Club** . . . highly interactive program which brings together children in grades kindergarten through third (a.k.a. MEMBERS) with parents and community members (a.k.a. COACHES) to read and discuss books. Tool Kits -- user-friendly training and curriculum materials, books, and book club activities -- provide MEMBERS and COACHES with the necessary materials and instructions to implement this exciting 12-meeting program.
- ☆ **Radio Show** . . . captivating, 30-minute show for listeners of all ages. Hosted by P.J., the weekly show features guest celebrities, storytellers, authors of children's books, and young children. Listeners learn and are entertained while they listen to stories enhanced with sound effects, develop images of P.J., ponder new ideas, and discover new facts.

To date, the book club program has soared as a service-learning program in the public schools in Philadelphia. Beginning in November 1999, WNYE-FM in New York City will air the radio program. The book club program will join the radio show in New York in an out-of-school time program format. And P.J.'s message will ring loud and clear . . .

### **READING RULES!**



### **Want more information?**

Suzanne Mintz, Executive Director

301-587-3762 ★ 301-587-TOPJ (8675) -- FAX ★ 104310.256@compuserve.com



Prime Time with P.J., Inc. has filed a 501(c)(3) application with the Internal Revenue Service.

Until the nonprofit status is granted, Prime Time with P.J. operates under the auspices of the National Alliance to End Homelessness.

# WHO'S P.J.?



**P**.J. is an adventurous, 9-year-old girl in the 4th grade. She lives with her grandmother and mother in her grandmother's house. P.J. also lives in our imagination.

We know *some* things about her . . .

P.J. loves to read. She reads in her grandmother's attic; she reads in her favorite tree; she reads behind the dumpster next to the local police precinct. P.J. is like a leprechaun. We often see her things lying around, but we never seem to catch her.



---

HEY!  
Where'd she go?

---

P.J. is very concerned that so many kids her age, and younger, cannot read (40% cannot read at grade level or independently by the 4th grade - she learned this from the radio). She knows that reading helps her to be a supersonic soccer player, a fantastic cook, and an extraordinary scientist (okay, so sometimes her experiments explode . . . NOBODY'S perfect . . .).

P.J. is like most kids. She is very busy. P.J. loves to research the background of a recent discovery; spew out science facts; and divide her latest soccer goals by the number of band-aids on her knee. On most days, she scours the book shelves at the local public library and hangs out with her friends.

Since last summer, P.J. and her friends have been in a book club. (It all started when they wanted to make a water machine . . . long story.) Anyway, P.J. and her pals -- along with the help of some older kids -- have such a great time with their book club that they are sharing their idea with kids around the country.

The really amazing news is that P.J. will begin hosting her own radio show beginning in the November 1999. It's no wonder she was discovered . . . One day after school, while P.J. was helping her Uncle Victor (the engineer at the radio station), the station manager accidentally overheard P.J. reading aloud and thought, "That's it! A children's reading radio show." And the rest is history.

## P.J.'s TEAM



P.J. has assembled a terrific team of folk who love working for such an outstanding 9-year-old. The following members are regular players in the radio show and book club program.

**SUZANNÉ MINTZ** is creator and executive director of Prime Time with P.J. An educator and consultant for close to 20 years, Suzanne has taught at the high school and college levels. She served as a program officer and training and technical assistance specialist for the Corporation for National Service, a federal agency created to implement President Clinton's national service programs. Currently, Suzanne directs a service-learning program at the National Alliance to End Homelessness involving youth, ages 5 to 25, in the fight to end homelessness. Suzanne earned her master's degree in education from Indiana University-Bloomington and her bachelor's degree in sociology from the University of Florida. P.J. is a welcome member of Suzanne's predominantly male family . . . which includes three young sons.

**MARY BETH MORRIS** is the voice of P.J. and she is the director of curriculum and training. For six years, Mary Beth taught elementary school in Philadelphia. Currently, Mary Beth is the director of literacy at the Institute for Service-Learning. Her rich educational background includes teaching in a one-of-a-kind, innovative, multi-age, project-based learning program at the Swarthmore-Rutledge School in Pennsylvania where she used voice characterizations to assist in her teaching. Mary Beth earned her master's degree in education from the University of Pennsylvania and her bachelor's degree from William Smith College. Mary Beth's dog, Cosmo, is P.J.'s constant companion.

**FLORENCE BARRAU-ADAMS** is the radio show producer, scriptwriter, and post-production editor. With an extensive background in writing, producing, and sound design for radio, theater, film, and audio books, Florence is the resident sound designer for the New York Youth Theater and co-host of WNYC-AM's *New York Kids*. She is also the senior associate producer in Simon & Schuster's audio division. Florence is a graduate of New York University's Tisch School of Arts. Florence often can be found sipping hot tea with P.J.'s grandmother.

**CHRIS CATANESE** is a feature producer and post-production associate. Chris is assistant producer on WNYC-AM's *New York Kids* - a weekly program for kids ages 8 to 12, which has been on the air since 1992. For six years, Chris was the radio broadcast manager at The Museum of Television & Radio in New York where he worked with hundreds of radio stations throughout the United States and worldwide. He has produced for Bob Costas' *Coast to Coast* radio program. Chris received his bachelor's degree from the University of Richmond. Chris and P.J.'s Uncle Victor - a radio station engineer - are friends from way back.

**KATIE CRAWFORD** is a curriculum writer for the book club Tool Kits. Since 1993, Katie has taught in the Philadelphia public schools in creative teaching roles. At the Clara Barton School she implemented a pre-first program followed by three years at the Swarthmore-Rutledge School teaching a multi-age third/fourth grade with Mary Beth Morris. Currently, she is a fourth grade teacher in a bilingual classroom at Taylor Elementary School. Katie earned her bachelor's degree in Spanish and a certificate in Elementary Education from Swarthmore College. Katie's spicy cooking is a favorite of P.J.'s.

# ABOUT THE RADIO SHOW . . .

**Imagine** It is 4:30 p.m. on Tuesday. After-school day care programs and households throughout New York City turn their radio dial to 91.5 FM. Children gather in anticipation. They are greeted by a breathless host -- P.J. She is late to the recording studio because she lost track of time while writing a poem in her grandmother's attic. Rummaging through her backpack, she pulls out her notes and apologetically greets today's guest -- musician, Abram Wilson. As the show unfolds, we learn that P.J. wants to grow up to be both a poet and an astronaut; Candy Shannon reads *Hip Cat* with her jazzy voice and musical sound effects; Jonathan London -- *Hip Cat* author -- tells the kids interviewing him that the Purple Onion really is a jazz club in San Francisco; P.J. shares her weekly "Webtastic" fact: a website where you can find out about cool jazz musicians like Louis Armstrong, Ella Fitzgerald and Joshua Redman. Thirty minutes click by, and the listeners are already talking about next week's show and making plans to call the toll-free number and share something about a jazz musician they know of.

## RADIO SHOW HIGHLIGHTS:

- ★ **HOST** is P.J., of course!
- ★ **GUEST CELEBRITY** joins P.J. each week.
- ★ **READ ALOUD** of a children's book is accompanied by terrific sound effects.
- ★ **BOOK DISCUSSION** between P.J. and the guest celebrity illuminates intriguing information about P.J., summarizes the story content, and raises interesting, related issues.
- ★ **AUTHOR INTERVIEW** by telephone allows children interviewers to ask critical questions.
- ★ **CALL IN** allows listeners to call in with comments, questions, and information via a 1-800 number.

---

*1-800 number allows for:*

### TRACKING

Counting the number of listeners by telephone number exchange provides valuable marketing information;

### FEEDBACK

Having listeners share their thoughts provides necessary feedback for continuous improvement;

### INFORMATION DISSEMINATION

Callers find out lots of stuff, like what the latest P.J. **CHALLENGE** is and how to start a book club;

### SHOW MATERIAL

Caller-recorded comments may be aired on subsequent shows.

---

A demonstration tape of the show is available upon request.

# ABOUT THE BOOK CLUB...

The book club program provides students in grades kindergarten through third with an opportunity to read engaging stories and discuss them with their peers. Ten-member book clubs are led by up to four COACHES. High school and college students, parents, AmeriCorps members, and senior citizens are well-suited to be COACHES. The book clubs enable members to improve their reading comprehension skills while nurturing their love of reading. And COACHES develop their leadership and citizenship skills.

## BOOK CLUB HIGHLIGHTS:

- ★ **SETTINGS** range from in-school spaces to after-school program locations.
- ★ **OUTCOMES** include increased love of reading, improved reading comprehension, expanded imaginations, and heightened concern for others.
- ★ **TRAINING** for the COACHES is provided through a user-friendly training guide. Group trainings can be arranged by contacting the P.J. office.
- ★ **FORMAT** is structured - with room left for creativity! - and provided for the COACHES in the form of a user-friendly Tool Kit. Materials in a Tool Kit cover a 12-meeting book club program.
- ★ **METHODOLOGIES** include interactive storybook reading and activities which incorporate multiple intelligences.
- ★ **HOME LIBRARIES** are built through the program. When possible, participants receive copies of the books used in the book club program.

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## SUPER SUCCESSES INCLUDE:

### IMPACT

Since January 1998, 155 Philadelphia COACHES and members have participated in the program.

### QUALITY

The materials and books used in the program are highly creative and effective, resulting in a 95% retention rate among COACHES and members.

### RECOGNITION

A two-day observation of Prime Time with P.J. by *Jane Eisner*, of the *Philadelphia Inquirer*, resulted in an enthusiastic endorsement of the Philadelphia public school district's service-learning mandate.

### GROWTH

The word has spread! 20 book clubs (300 members and COACHES) are projected to form in Philadelphia by the end of the 1999-2000 school year. And up to 60 book clubs are projected to start in New York City.

---

# WHY READING? WHY RADIO?

## HERE'S WHAT THE RESEARCH SHOWS . . .

- ✎ 39% of all fourth graders are reading below basic reading level.
- ✎ The single-most important activity for building the knowledge required for eventual success in reading is reading aloud to children.
- ✎ Reading is more dependent on home learning activities than is math or science.
- ✎ Of 269 children who participated in family literacy programs, all are better at identifying letters, numbers and words, and have higher comprehension skills and oral language development than children who did not participate in such programs.
- ✎ American children spend 40 hours per week watching television and playing video games - more hours than they spend in school.
- ✎ Children in low-income homes spend an estimated 50 percent more time watching television than their more affluent peers.
- ✎ One-half of all children ages 6 to 8 years old are radio listeners, yet few quality programs targeted at this age group are available on commercial or public radio.
- ✎ *Kid's Corner*, a five-day-per-week children's radio program in Philadelphia, captures a listening audience of 40,000 children and adults per evening.
- ✎ *New York Kids*, a weekly Sunday program for children ages 8 to 12, has been on the air since 1992 and boasts a listening audience of 30,000 children each week.

SOURCES: Mullis, I.V.S., Dossey, J.A., Campbell, J.R., Gentile, C.A., O'Sullivan, C., Latham, A.S. (1994). NAEP 1992 trends in academic progress. Washington, DC: National Center for Education Statistics; Anderson, R.C., Heibert, E.H., Scott, J.A., & Wilkinson, I.A.G. (1985). Becoming a national of readers: The report of the commission on reading. Washington, DC: National Academy of Education; National Center for Family Literacy (1996). The power of family literacy. Louisville, KY: National Center for Family Literacy; Miller, B.M., O'Connor, S., Sirignano, S.W., Joshi, P. (1996). Out-of-school time in three low-income communities: Executive summary. Wellesley, MA: Center for Research on Women; *Media Week*, 1994; Personal interview with Chris Catanese, Assistant Producer, *New York Kids*, June 1999.

Turn over for more →

## AND HERE'S WHAT THE EXPERTS RECOMMEND . . .

### ★ *Make reading fun*

Read with children or grandchildren in a way that actively involves them.

### ★ *Instill a habit of reading*

Read with children at least 30 minutes per day five days per week.

### ★ *Read aloud*

Depending on the reading level of the child, either read aloud to the child or have the child read aloud to you.

### ★ *Connect movement with reading*

When reading with children and organizing story retelling activities, encourage creative activities such as dance, mime, and drama.

### ★ *Tap ALL of the intelligences*

Design read-aloud and related activities to incorporate Howard Gardner's theory of multiple intelligences.

### ★ *Use community resources*

Develop literacy-oriented activities that involve mentors, recreation centers, youth groups, arts and cultural centers, and local businesses.

### ★ *Use volunteers*

Involve volunteers with children for at least 30 minutes a week to read and write together.

### ★ *Encourage family learning*

Suggest ways families can help their children become better readers while at home.

### ★ *Use after-school time*

Extend children's learning time by offering after-school reading programs.

SOURCES: U.S. Department of Education (1994). Strong families, strong schools: A research base for family involvement in learning. Washington, DC: U.S. Department of Education; U.S. Department of Education (1996). America goes back to school: Partners' Activity Kit. Washington, DC: U.S. Department of Education; Eric Jenson (1997). Movement & Learning. Special Report #4. Turning Point; Laura Rose (1996). Developing Intelligences through Literature. Tucson, AZ: Zephyr Press.



Prime Time with P.J.

RADIO SHOW



## RADIO SHOW

### Premier Season



*Prime Time with P.J.* will air a radio show on New York City's WNYE-FM beginning November 1, 1999. A total of 15 original episodes will be produced. Each episode will air twice each week for 15 weeks. The cycle will be repeated. The show will air a total of 60 times over 30 weeks.



The following produced shows are representative of the casting and content of the radio shows:

| <u>BOOK</u>                 | <u>AUTHOR</u>    | <u>GUEST</u>                                         | <u>MESSAGE(S)</u>                          |
|-----------------------------|------------------|------------------------------------------------------|--------------------------------------------|
| <i>Jamaica Louise James</i> | Amy Hest         | Illustrator, Sheila Samton                           | be kind to loved ones;<br>kids ARE artists |
| <i>Earth Dance</i>          | Joanne Ryder     | Scientist, Steve Tomecek<br>(a.k.a. the Dirtmeister) | take care of the earth                     |
| <i>Thundercake</i>          | Patricia Polacco | Chef, Chuck the Baker                                | how to overcome fears                      |
| <i>Hip Cat</i>              | Jonathan London  | Musician, Abram Wilson                               | do what you love to<br>do and do it well!  |

The following the books will be featured on the remaining 11 shows:

|                                 |                                        |                             |
|---------------------------------|----------------------------------------|-----------------------------|
| <i>JoJo's Flying Kick</i>       | <i>Chrysanthemum</i>                   | <i>Too Many Tamales</i>     |
| <i>Lunch Money</i>              | <i>How the Stars Fell into the Sky</i> | <i>Stephanie's Ponytail</i> |
| <i>A Chair for My Mother</i>    | <i>Mrs. Katz and Tush</i>              | <i>Joshua's Masai Mask</i>  |
| <i>Mirandy and Brother Wind</i> | <i>Old Henry</i>                       |                             |



Prime Time with P.J.

## RADIO SHOW 30-MINUTE FORMAT



~~Imagine~~ It is 3:30 p.m. on Monday. After-school day care programs and households throughout New York City turn their radio dial to 91.5FM. Children gather in anticipation. They are greeted by a breathless host -- P.J. She is late to the recording studio because she lost track of time while writing a poem in her grandmother's attic. Rummaging through her backpack, she pulls out her notes and apologetically greets today's guest -- musician, Abram Wilson. As the show unfolds, we learn that P.J. wants to grow up to be both a poet and an astronaut; Candy Shannon reads *Hip Cat* with her jazzy voice and musical sound effects; Jonathan London -- *Hip Cat* author -- tells the kids interviewing him that the Purple Onion really is a jazz club in San Francisco; P.J. shares her weekly "Webtastic" fact: a website where you can find out about cool jazz musicians like Louis Armstrong, Ella Fitzgerald and Joshua Redman. Thirty minutes click by, and the listeners are already talking about next week's show and making plans to call the toll-free number to share something about a jazz musician they know of.



### THEME SONG

#### P.J.'S OPENING

☐ She's late due to some preoccupation. Calls her Uncle Victor (station engineer) to let him know.

#### SHOUT-OUTS TO P.J.

☐ Play recorded messages of kids calling 1-800 number.

#### P.J.'S STUDIO ARRIVAL

☐ Welcomes guest celebrity.  
☐ Apologizes and tells tale of why she's late.

## **CELEBRITY OPENING**

- ☐ Banter with P.J.
- ☐ Introduces "favorite book" and W.O.W. (Words of the Week) -- two words from the book.
- ☐ Introduces storyteller

## **STORY READ ALOUD**

- ☐ Story read by professional reader, actor, or storyteller
- ☐ Sound effects enhance the creative, imaginative aspects of the story

## **BOOK DISCUSSION**

- ☐ Guest celebrity and P.J. talk about the story. Listener learns new information about P.J. and the celebrity, as well as new knowledge.

## **W.O.W. (Words of the Week)**

- ☐ Kids off the street offer their own definitions
- ☐ Guest celebrity reads the correct definitions

## **P.J.'S WEBTASTIC FACT**

- ☐ P.J. shares a website which offers guidance for finding out more about a particular fact/information discussed in the book or with the Guest Celebrity.

## **IT'S TIME TO CALL THE AUTHOR**

- ☐ Up to four kids call the book's author and ask questions; e.g., What was the inspiration behind writing the story? What does the story mean to you? Who's your favorite character in the story? Where did you grow up? What did you like to do when you were a kid?

## **P.J. CHALLENGE**

- ☐ P.J. issues a weekly challenge to the listeners that prompts them to learn something new and share it.

## **CREDITS**

- ☐ Thank sponsors.
- ☐ Encourage listeners to start an official Prime Time with P.J. book club.
- ☐ Announce teaser for next week's show.

## **SUPPORTING ELEMENTS**

- ★ 1-800 number
- ★ Website
- ★ Give aways to callers



## CAST

### WEEKLY

★P.J.

★Guest celebrity  
includes local and national celebrities, entertainers,  
political and sports figures, community s/heroes

★Storyteller

★Book author

★Kids from local neighborhoods, schools, community groups

### OCCASIONAL

★P.J.'s friends: Malik, Besano, Rosa, etc.

★P.J.'s grandmother

★P.J.'s mother

★P.J.'s Uncle Victor

# WHO'S P.J.?



**P**.J. is an adventurous, 9-year-old girl in the 4th grade. She lives with her grandmother and mother in her grandmother's house. P.J. also lives in our imagination.

We know *some* things about her . . .

P.J. loves to read. She reads in her grandmother's attic; she reads in her favorite tree; she reads behind the dumpster next to the local police precinct. P.J. is like a leprechaun. We often see her things lying around, but we never seem to catch her.

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P.J. is very concerned that so many kids her age, and younger, cannot read (40% cannot read at grade level or independently by the 4th grade - she learned this from the radio). She knows that reading helps her to be a supersonic soccer player, a fantastic cook, and an extraordinary scientist (okay, so sometimes her experiments explode . . . NOBODY'S perfect . . .).

---

P.J. is like most kids. She is very busy. P.J. loves to research the background of a recent discovery; spew out science facts; and divide her latest soccer goals by the number of band-aids on her knee. On most days, she scours the book shelves at the local public library and hangs out with her friends.

Since last summer, P.J. and her friends have been in a book club. (It all started when they wanted to make a water machine . . . long story.) Anyway, P.J. and her pals -- along with the help of some older kids -- have such a great time with their book club that they are sharing their idea with kids around the country.

The really amazing news is that P.J. will begin hosting her own radio show beginning in the fall 1999. It's no wonder she was discovered . . . One day after school, while P.J. was helping her Uncle Victor (the engineer at the radio station), the station manager accidentally overheard P.J. reading aloud and thought, "That's it! A children's reading radio show." And the rest is history.

note: HRC request

THE WORLD BANK GROUP  
Headquarters: Washington, D.C. 20433 U.S.A.  
Tel. No. (202) 477-1234 • Fax (202) 477-6391 • Telex No. RCA 248423

**FACSIMILE COVER SHEET AND MESSAGE**

|                 |                                           |                                                 |                                |
|-----------------|-------------------------------------------|-------------------------------------------------|--------------------------------|
| <b>DATE:</b>    | February 22, 2000                         | <b>NO. OF PAGES:</b><br>(including cover sheet) | <b>MESSAGE NO.:</b>            |
| <b>TO:</b>      | Ms. Melanne Veveer                        |                                                 | <b>FAX NO.:</b> 456 6244       |
| Title:          | Chief-of-Staff                            |                                                 |                                |
| Organization:   |                                           |                                                 |                                |
| City/Country:   | Washington DC,                            |                                                 |                                |
| <b>FROM:</b>    | Mary Young                                |                                                 | <b>FAX NO.:</b> 202 522 3233   |
| Title:          | Child Development Knowledge Coordinator   |                                                 | <b>Telephone:</b> 202 473 3427 |
| Dept/Div:       |                                           |                                                 | <b>Dept./Div. No.:</b> HDNED   |
| <b>SUBJECT:</b> | Invitation to Mrs. Hillary Rodham Clinton |                                                 |                                |

**MESSAGE:**

Dear Ms. Veveer,

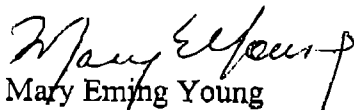
Per your conversation with Jan Piercy, I am sending a draft letter of invitation to Mrs. Clinton.

I am writing to request the honor of Mrs. Clinton's participation in the Year 2000 Global conference on Early Child Development, to be held at the World Bank in Washington, DC on April 10-11, 2000.

As you can see from the enclosed agenda, *Conference 2000* will bring policymakers and government representatives from the social sectors together with the leading experts on early childhood development, the NGOs who run such programs, and the multilateral and bilateral development agencies who fund them. We are expecting representatives from over 20 countries to attend.

Thank you in advance for your kind help.

Sincerely,

  
Mary Young

Child Development Knowledge Coordinator

CC: Ann O'Leary, Office of the First Lady

Transmission authorized by:

If you experience any problem in receiving this transmission, inform the sender at the telephone or fax no. listed above.

**The World Bank**

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT  
INTERNATIONAL DEVELOPMENT ASSOCIATION

1818 H Street N.W.  
Washington, D.C. 20433  
U.S.A.

(202) 477-1234  
Cable Address: INTBAFRAD  
Cable Address: INDEVAS

February 16, 2000

First Lady Hillary Rodham Clinton  
United States of America  
The White House  
1600 Pennsylvania Avenue, NW  
Washington, DC

Dear Mrs. Clinton:

I am writing to ask you to give the keynote address at an important international conference on a subject dear to your heart—young children.

Your long-standing dedication to children's welfare is well known. Both here and abroad, ripples from your 1997 *White House Conference on Early Childhood Learning and Development* are still being felt. For that conference, along with your many other efforts, has raised people's awareness of the truncated prospects faced by so many of the world's youngest citizens—and of what can be done to help them.

We therefore request the honor of your participation in the *Year 2000 Global Conference on Early Child Development*, to be held at the World Bank in Washington, DC on April 10-11, 2000.

As the enclosed agenda shows, the *Year 2000 Global Conference on Early Child Development* will present the latest scientific findings on human development and discuss the issues of implementation and public and private sector partnership.

The conference will include data on *Head Start* in the United States as well as on a host of different strategies and programs in operation all over the world.

In focusing on the science of early child development and on public policies to ensure healthy growth, our aim is to show policymakers how much even a small investment directed to disadvantaged children early in life can do.

*Conference 2000* will bring policymakers and government representatives from the social sectors together with the leading experts on early childhood development, the NGOs who run such programs, and the multilateral and bilateral development agencies who fund them.

Because there is no subject more important than children and no one more able or worthy to promote their cause, we ask that you take time from your busy schedule to consider this request. We thank you for your time in doing so and look forward to your reply.

Sincerely,

James D. Wolfensohn  
President



# The World Bank Conference Agenda **INVESTING IN OUR CHILDREN'S FUTURE**

April 10 – 11, 2000

Preston Auditorium, World Bank

## **Monday, April 10, 2000**

- 1:00 p.m. – 2:00 p.m.      **Registration**
- 2:00 p.m. – 2:45 p.m.      **Welcome Address**  
James D. Wolfensohn; President, The World Bank
- 2:45 p.m. – 3:00 p.m.      **Keynote Address –Challenges in Promoting Young Children's Healthy Development--A Human Development Agenda**  
First Lady Hillary Rodham Clinton (invited)  
**Refreshment Break**
- 3:00 p.m. – 4:45 p.m.      **Session I – What Are the Benefits of Investing in Young Children?**  
**What Science Says About the Effects of Early Intervention**  
Fraser Mustard
- 4:45 p.m. – 5:00 p.m.      **How Early Intervention Affects Economic Development**  
Jacques van der Gaag
- 5:00 p.m. – 7:00 p.m.      **What Policymakers Need to Know**  
Eduardo Doryan (World Bank, Vice President) and Kul Gautam (Deputy Executive Director, UNICEF)
- 7:00 p.m. – 8:00 p.m.      **The Child Honoring Vision**   Raffi
- 8:00 p.m. – 9:00 p.m.      **Reception (MC atrium)**

## **Tuesday, April 11, 2000**

- 8:00 a.m. – 9:00 a.m.      **Breakfast**
- 9:00 a.m. – 10:15 a.m.      **Session II – How Can We Measure the Early Opportunity Gap?**  
Douglas Willms, Ricardo Paes do Barro, Wanda Engel
- 10:15 a.m. – 10:30 a.m.      **Refreshment Break**
- 10:30 a.m. – 11:45 a.m.      **Session III – What Are We Learning About Effective Early Childhood Programs**  
Louisa Tarullo, John Love, Kerida McDonald, Judith Evans, Heather Weiss (Chair)
- 12:00 p.m. – 1:30 p.m.      **Lunch**  
George Soros - Investing in young children: the role of the private sector
- 1:30 p.m. – 3:30 p.m.      **Session IV – How Can the Private Sector Influence Public Policy?**  
Peter Hesse (Solidarity), Liz Lorant (Open Society), Kathy Bartlett (Aga Khan Foundation), Father Gerard Pantin (Servol), Robert Myers (Chair)
- 3:30 p.m. – 4:00 p.m.      **Closing Address – The Political Economy of Investing in Young Children's Early Development**  
William Foege
- 4:00 p.m. – 6:00 p.m.      **Open Exchanges (MC Atrium)**

\* All sessions will be in English and simultaneously translated into French and Spanish.



*Re: HRC request*  
U.S. Department of Justice

Office of the Deputy Attorney General

*orig to Courtland*  
Washington, DC 20530

March 2, 2000

Mr. Bruce Reed  
Assistant to the President  
for Domestic Policy  
The White House  
Washington, D.C. 20500

Dear Mr. Reed:

RE: Agency Representative for White House Council on Youth  
Violence

We have agreed to assign Marie Burke to the Domestic Policy Council as the agency representative from the U.S. Department of Justice. This assignment would be effective starting March 27, 2000 through January 20, 2001. In this capacity, Marie would serve as the Deputy Director of the newly formed White House Council on Youth Violence.

As Deputy Director, Marie would support the Director in carrying out the President's directive including: 1) developing a citizens' information hub of resources on youth violence; 2) producing reports on youth violence; 3) developing tools for parents; 4) coordinating a Federal research agenda on youth violence; and 5) developing other appropriate policy responses to the problem of youth violence.

Sincerely,

Bernie Delia  
Counsel to the Deputy  
Attorney General