

Rasco NY Trip -- ICD Trip
Brief & attachments

PHOTOCOPY
PRESERVATION

THE WHITE HOUSE
WASHINGTON

May 3, 1995

EVENT MEMORANDUM FOR CAROL RASCO

FROM: Mike Schmidt, Gaynor McCown

SUBJECT: May 8 Visit to the Institute for Community Development in New York

This memorandum summarizes the events planned for your trip to New York on Monday, May 8, to visit the Institute for Community Development (ICD). The Institute is a five-year-old non-profit organization based in Long Island, NY, that provides collaborative programs focused on the education of at-risk youth in public schools, primarily at the junior high and high school level (see Attachment 1 for background on the ICD). This trip encompasses five separate events, which are, in order:

1. A visit to the COMET (Children of Many Educational Talents) Program in the Hempstead School District;
2. A visit to the STAR (Success Through Academic Readiness) Program in the Roosevelt School District;
3. A Luncheon speech at the Garden City Hotel;
4. A visit to the CMP Publications Day Care Center; and
5. A visit to the Institute for Community Development to debrief with ICD's Co-Chairpersons and Co-Executive Directors;

All of these events are a part of the Institute for Community Development's Programs or related to their mission.

I. LOGISTICS

We have attached a rather detailed itinerary/schedule that covers all of the logistics of the trip (see Attachment 2). Some additional points:

- On Sunday afternoon/evening, a car service will pick you up at the Algonquin Hotel and take you to the Garden City Hotel in Long Island, where you will be staying on Sunday night.

- At 8:00 on Monday morning, you will be meeting informally in the Hotel Lobby for coffee with **Tom Downey, Gerald and Lilo Leeds (the Co-Founders of ICD), Patrick Halpin and Lavina Dickenson, (the Co-Executive Directors of ICD),** and two or three members of the local Long Island and possibly NY City press (detailed in the Media section of this memo). This group will be your **"travelling party"** for the day and will accompany you throughout the day's events. Biographies of Gerald and Lilo Leeds, Patrick Halpin, and Lavina Dickenson are in Attachment 3.
- The Institute has arranged to have a van transport you and your "travelling party" mentioned above to each separate event. The Institute will also take you and Tom Downey back to the airport at approximately 2:30 to catch the shuttle back to DC.

II. EVENT SUMMARIES: BACKGROUND, PARTICIPANTS, AND FORMAT

This section gives a complete description of each separate event in order on the itinerary:

Event 1 -- The COMET Visit:

- **Site:** The Alverta B. Gray Schultz Middle School in Hempstead, N.Y.
- **Background:** At this site, you will be visiting on of ICD's newest programs -- the Children Of Many Educational Talents (COMET) Program -- started in 1993. The COMET program is a two-year collaborative, school-based, holistic, counseling and personal development program for students in seventh and eighth grades. The program is located on-site at the Alverta B. Gray Schultz Middle School in Hempstead, Long Island and in an intermediate school in Bedford Stuyvesant, Brooklyn. You will be visiting the Hempstead site. The COMET Program, which currently serves 100 youngsters, was designed to help at-risk adolescents develop a solid educational and social foundation by providing them with intensive ongoing academic and personal development services at a critical juncture in their lives. The anticipated outcome is that these students will remain in school and complete middle/jr. high- school on time and make a successful transition to high school. Although this program is fairly new, it is already showing promising results: all of the students in the initial 7th grade group have significantly improved their reading and math skills and were promoted to the 8th grade on time.
- **Participants:** You will be meeting with the Superintendent of the Hempstead School District, Dr. Nathaniel Clay, and several Board of Education Members. Board Members may include some or all of the following:
 - 1) Mr. Daniel Hester, President
 - 2) Mrs. Betty Cross, First Vice President
 - 3) Mrs. Mary Burns, Second Vice President
 - 4) Mr. Frank Ashby, Treasurer

5) Mrs. Susan Gordon-Rainy, Secretary

- **Format:** This event will begin at 8:50 a.m. by spending twenty minutes meeting Superintendent Clay and the Board Members listed above. You will then proceed directly to a 40 minute tour of the COMET site, where you will be able to meet and talk to a number of student-participants in the program. A short Press Briefing, which is currently scheduled (pending your approval) for 9:50 to 10:10 following this site visit, is detailed in the Media section of this memo.

Event 2 -- The STAR Visit

- **Site:** Roosevelt Junior/Senior High School in Roosevelt, NY
- **Background:** At Roosevelt, you will be visiting ICD's Success Through Academic Readiness (STAR) Program, started in 1990. STAR is an innovative, long-term school-based model program for at-risk students in Hempstead and Roosevelt, two of the lowest funded school districts in Nassau County. The Roosevelt STAR program is currently serving 120 students grades 9-12. Thirty students per year enter the program in the 9th grade, after being identified by the school as "high-risk." The program is designed to help students succeed not only in school, but also in society, through a regimen of intensive one-on-one work, tutoring, and counseling. The program is expensive -- costing the ICD \$5,000 per student on top of the normal \$9,000 spent per student in the district. However, even with this sizable contribution from ICD, the funding levels for STAR students (\$14,000 per year) does not reach the over \$16,000 per student spent in wealthy neighboring districts.

The STAR program's ultimate goal is for its students to enter post-secondary institutions of higher learning or career employment. In June of 1994, the first group of STAR students who entered the program in 9th grade graduated. In this graduating class of 29 students, 27 are now enrolled in college. In addition, all current STAR participants are reading at high-school level or better and have passed from grade to grade on time.

- **Participants:** You will be meeting with the Superintendent of the Roosevelt School District, Dr. Will Singleton, and several Roosevelt Board of Education Members. Board Members may include some or all of the following:
 - 1) Mr. Robert Summerville, President
 - 2) Ms. Seretta McKnight, Vice President
 - 3) Mr. Reginald Taylor, District Clerk
 - 4) Mr. Theodore Hatwood, Trustee
 - 5) Mr. Oliver Straker, Trustee

- **Format:** This event will begin at 10:20 a.m. by spending fifteen minutes meeting Superintendent Singleton and the Board Members listed above. You will then proceed directly to a 40 minute tour of the Roosevelt STAR site, where you will be able to meet with a number of student-participants in the STAR program.

Event 3 -- Luncheon Speech at the Garden City Hotel

- **Site:** The Garden City Hotel in NY
- **Background/Format:** The luncheon will take place from Noon to 1:15 p.m., with lunch being served first, and your remarks beginning at 12:45. There will be approximately 100 invited guests (see attached invitee list). The guests, who are all active with ICD and have contributed \$500 or more to ICD over the past year, will include Educators, School Superintendents, and Corporate and Civic Leaders. These guests are also evenly split between Republicans and Democrats (the county is heavily Republican), and ICD has requested that your remarks be as non-partisan as possible, sticking to the Administration's initiatives in the education area. Your remarks will be brief -- 10-15 minutes -- with a 15 minute question and answer period directly following. You have the choice of either speaking from a podium, or speaking standing at your seat -- the crowd and room are apparently small enough for you to be more informal if you wish. At 1:15, you will leave to travel to the next event.
- **Participants:** See attached invitee list. At your table, you will be sitting with the members of your "travelling party."

Event 4 -- Visit to the CMP Publications Child Care Center

- **Site:** CMP Publications, in Manhasset, NY
- **Background:** CMP Publications is closely associated with the ICD -- Gerald and Lilo Leeds, the Co-Founders of ICD, are also the Co-Chairs of CMP Publications. ICD is also located in the same building as CMP. CMP Publications was founded in 1971 with two overriding objectives in mind: to create a growing, innovative publishing company that produces high-quality business publications; and to provide a challenging environment which offers challenging opportunities for personal and professional growth. The Child Care Center at CMP is an important factor in CMP's success in achieving both of these objectives. The Child Care Center's purpose is to provide employees with on-site care for their children in a nurturing, developmentally appropriate environment. The Center is the first licensed, on-site corporate child care center on Long Island. The center provides all-day care for infants and toddlers, and active after school programs for older children (and day care for older children on days when schools are closed).

- **Participants:** Child Care Center Director Ann Erles will meet you at the Center and give you the tour.
- **Format:** You will arrive at 1:35 p.m. and begin touring the Child Care Center with your "travelling party" for approximately 20 minutes. No special format during this event.

Event 5 -- Visit and Debriefing at the Institute for Community Development

- **Site:** The ICD is in the same building as the CMP Child Care Center.
- **Background:** This event will give you a chance to meet and talk at some length with the founders of ICD, Gerald and Lilo Leeds, as well as the Co-Executive Directors Patrick Halpin and Lavina Dickenson. Biographies on each of these people are attached.
- **Participants:** Participants will be your "travelling party":
 - 1) Gerald Leeds, Co-founder of ICD Co-Chair of CMP Publications, Inc.
 - 2) Lilo Leeds, Co-founder of ICD Co-Chair of CMP Publications, Inc.
 - 3) Patrick Halpin, Co-Executive Director of ICD
 - 4) Lavina Dickenson, Co-Executive Director of ICD
 - 5) Tom Downey

The press members of your "travelling party" will not attend this portion of the day.

- **Format:** This session will be an informal debriefing session on the events of the day beginning at 2:00 p.m. It will last approximately 30 minutes, after which you will be taken to the Airport to catch the 3:30 Delta Shuttle.

III. MEDIA

- **General:** During the day, two to three reporters will be travelling along with your party to each separate event. At this time, we know that one of those reporters will be Carol Richards, Deputy Editor of the Long Island Newsday Editorial Board. Carol is an expert on Education issues, and is a good friend of ICD Co-Executive Director Patrick Halpin. There may also be a columnist from Newsday and possibly a reporter from the NY Times as a part of your "travelling party" during the day. Patrick Halpin used to work for Newsday before coming to ICD, and he promises that any media present will be "friendly" to ICD and what it is trying to do. His plan is to showcase these programs to the press at the same time he is showcasing them to you and Tom,

and he promises as an old reporter to only invite "friends" and friendly press along during the day.

- **Press Briefing:** The Press Briefing will take place from 9:50 to 10:10 a.m. following your first event of the day -- the visit to the Hempstead COMET Program. It will take place in the cafeteria of the COMET event site -- the Alverta B. Gray Schultz Middle School. The session will be informal -- you will be given an opportunity to make brief statement about your impressions on what you've seen so far, and then it will be opened up to questions. Tom Downey and the members of your travelling party will be with you at this briefing, and Pat Halpin is confident that Tom will likely get a few questions given that he is a local "favorite son." The media in attendance will be mostly local, with reporters from Long Island Newsday and the local Long Island TV Channel 12 News as the only press members that are confirmed at this point. It is unclear whether any New York City press will attend.
- **Luncheon Speech:** There will be no formal press availability/briefing at this event or after your remarks. However, the audience for the event will include a select number of columnists and editorialists ("Opinion Leaders") from the local press.

IV OTHER

See list of Attachments (below).

- | | |
|--------------|---|
| Attachments: | <ol style="list-style-type: none">1) ICD Background and Mission Statement2) Itinerary for the Day3) Bios on Gerald Leeds, Lilo Leeds, Patrick Halpin, and Lavina Dickenson4) Luncheon Invitee List5) A first Draft of your Luncheon Remarks6) Education Talking Points for Luncheon Q&As7) Press Stories on the STAR and COMET Programs |
|--------------|---|

Clinton Presidential Records Digital Records Marker

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

This marker identifies the place of a publication.

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

PUTTING LEARNING FIRST:

**Governing
and Managing
the Schools
for High
Achievement**



**CONFIDENTIAL NOT FOR RELEASE
UNTIL NOON, THURSDAY,
SEPTEMBER 22, 1994**

**DETERMINED TO BE AN
ADMINISTRATIVE MARKING
INITIALS: RLCR DATE: 08/16/13**

ATTACHMENT 1:
INSTITUTE FOR COMMUNITY DEVELOPMENT (ICD) MISSION STATEMENT
AND BACKGROUND INFORMATION

Mission Statement

Our mission is to improve
the quality of education for
children and youth at risk so that
they can succeed in our society.

To accomplish our mission the Institute focuses
on four strategies:

- 1. Develop, operate and support innovative, effective, replicable programs in collaboration with schools and communities.*
- 2. Assist schools in making these programs an integral part of their curriculum.*
- 3. Provide training and technical assistance to create similar programs in other schools and communities.*
- 4. Create public awareness and advocate public policies which will ensure quality education for all children.*

ABOUT THE INSTITUTE FOR COMMUNITY DEVELOPMENT

The Institute for Community Development is committed to helping assure that children and youth at risk of failure, from minority and impoverished communities, acquire the quality education, skills, and confidence necessary to become educated, responsible, and productive adults. The mission of the Institute for Community Development is to improve the quality of education for children and youth at risk so that they can succeed in our society.

To accomplish our mission the Institute focuses on four strategies: 1) Develop, operate and support innovative, effective, replicable programs in collaboration with schools and communities. 2) Assist schools in making these programs an integral part of their curriculum. 3) Provide training and technical assistance to create similar programs in other schools and communities. 4) Create public awareness and advocate public policies which will ensure quality education for all children.

The Institute was founded in 1989 by Gerard and Lilo Leeds, who are its co-chairpersons. The Leeds are also co-founders and co-chairpersons of CMP Publications, Inc., a worldwide publisher of business to business publications with over 1,200 employees and sales in excess of \$300 million a year. In 1988, when the Leeds shifted the management of CMP to their next generation (Michael S. Leeds is president and chief executive officer; Daniel H. Leeds, living in Paris, is corporate vice president and responsible for international operations), the Leeds decided to focus their energies on giving back to the community some of the success that they had been able to achieve for themselves and the company.

They founded the Institute for Community Development when they recognized that a quality education would be the single most important factor in helping children and youth at risk of failure to succeed against the odds -- to become economically self-sufficient and prevail in creating successful lives for themselves, their families and their communities.

The Institute is governed by an active Board of Directors representative of community, business, education, human rights and minority interests. A broadly based Advisory Board of twenty has also been created to call upon for technical expertise in the accomplishment of the organization's work. The Institute's operations are under the direction of Lavinia T. Dickerson and Patrick G. Halpin, Co-Executive Directors.

Its Current Programs

The Institute's programs include both those that are Institute-operated and those that receive Institute support and technical assistance:

Institute-Operated Programs

* Roosevelt STAR, *Success Through Academic Readiness*, the Institute's flagship program, was developed in collaboration with the Roosevelt School District. It is located on-site at the Roosevelt Jr./Sr. High School in Roosevelt, Long Island, one of the lowest-funded schools in the areas. STAR is an all-encompassing school-based support system which provides educational and counseling services leading to academic excellence, enhanced self-esteem, self-determination, and strength of character. The program, now in its fifth year, will have over 100 participants by next semester, 25 in each high school grade. STAR is designed as a fully documented model program, and is being considered for replication and adaptation for other communities and schools with similar at-risk populations.

* COMET, *Children of Many Educational Talents*, is a collaborative, school-based, middle school enrichment program (grades 7 & 8) developed by the Institute for Community Development with the Hempstead School District. COMET is designed to give young adolescents, on the threshold of making choices that will affect the rest of their lives, a foundation to develop into critically thinking, productive, healthy, reasonable, caring adults with a strong sense of community, character and self. The program provides a caring, nurturing environment that looks at the uniqueness of each student and addresses the learning styles of each.

* Hempstead STAR - launched in August 1994 is a replication of the STAR model developed and currently in its fifth year of operation at Roosevelt Junior - Senior High School. There are 25 students in the first class of ninth graders at Hempstead STAR.

Institute-Supported Programs

* FREEPORT FAMILY LITERACY receives funding support from the Institute. Using specialized teachers and computers, young single parents learn to read and write, to obtain a GED, while they develop parenting skills through learning, reading and playing with their pre-school children.

*WRITING TO READ laboratories for kindergarten and first grade children have been established in seven low-income area schools in Hempstead, Roosevelt and Westbury with the total support of the Institute. WRITING TO READ is a computer-based reading and writing program giving young children a solid foundation in reading and writing skills.

*SHINNECOCK AFTER SCHOOL PROGRAM receives funds from the Institute to run its computer lab for grades 4-8.

The Institute also provides occasional, special support to innovative community-based organizations for educational and cultural programs focusing on youth "at-risk". Examples are:

- 1) The annual College Fair co-sponsored by the Institute and The Roslyn Savings Bank for high school students.
- 2) The annual Career Fair sponsored by the Institute for high school freshmen, sophomores, juniors and seniors interested in obtaining information about a particular career.
- 3) Annual African American Heritage Month events.
- 4) Friends of the Arts - ART REACH Program to expose young people to culture and arts. The Institute has helped sponsor the following ART REACH events: Jazz w/Wynton Marsalis, Dance Theater of Harlem, Talking Drums and Bobby Sanabera Jazz Explosion.

September 8, 1994

ATTACHMENT 2:
PROPOSED ITINERARY FOR INSTITUTE FOR COMMUNITY DEVELOPMENT
VISIT ON MAY 8, 1995

The Institute for Community Development

600 Community Drive, Manhasset, New York 11030 (516) 562-5440/5441

The Institute For Community Development

To: Carol Rasco, Assistant to the President for Domestic Affairs
From: Patrick G. Halpin, Co-Executive Director
Date: May 3, 1995
Subject: ICD Visit on May 8, 1995 - Proposed Schedule

8:00 a.m. Breakfast meeting at The Garden City Hotel

8:35 - 8:50 a.m. - Travel to Alverta B. Gray Schultz Middle School

70 Greenwich Street

Hempstead, NY 11550

Tel: (516) 292-7102

8:50 a.m. 9:10 a.m.- Meet with the Superintendent of Hempstead School District, Dr. Nathaniel Clay and Board of Education members.

The following members of the Board of Education may be present:

- | | |
|--|--|
| 1) Mr. Daniel Hester, President | 4) Mr. Frank Ashby, Treasurer |
| 2) Mrs. Betty Cross, First Vice President | 5) Mrs. Susan Gordon- Rainy, Secretary |
| 3) Mrs. Mary Burns - Second Vice President | |

9:10 - 9:50 a.m.- Hempstead COMET (Children Of Many Educational Talents) Program.

Hempstead COMET Program Director: Deborah Morton

The *COMET* program serves 100 at risk youngsters in the Alverta B. Gray Schultz Middle School. *COMET* is a two year comprehensive, holistic academic enrichment, counseling and personal development support program for at risk 7th and 8th grade middle/jr. high school students. The anticipated outcome is that these students will remain in school and complete middle/jr. high school on time, make a successful transition to high school, develop a greater sense of self and a more positive attitude toward school, peers, teachers, family, and community.

9:50- 10:10 a.m. Press Briefing. Local and regional press will be present.

ICD Visit on May 8, 1995 - Proposed Schedule 05/03/95

Page 2

10:10 - 10:20 a.m. - Travel to Roosevelt Junior/Senior High School. Located at:**Roosevelt Junior/Senior High School****One Wagner Avenue****Roosevelt, NY 11575****Tel: (516) 867-8603****10:30 a.m. - 10:45 a.m. meet with Superintendent of Roosevelt School District, Dr. Will Singleton and Board of Education members.****The following members of the Board of Education may be present:**

- | | |
|--|---|
| 1) Mr. Robert Summerville, President | 4) Mr. Theodore Hatwood, Trustee |
| 2) Ms. Seretta McKnight, Vice President | 5) Mr. Oliver Straker, Trustee |
| 3) Mr. Reginald Taylor, District Clerk | |

10:50 a.m. - 11:30 a.m. at the Roosevelt STAR (Success Through Academic Readiness) Program (Same Building as the Superintendent's Office)**Roosevelt Star Program Director : Todd Parrish**

The Roosevelt STAR program is an intensive four year high school program for approximately 120 at risk students grades 9-12. Thirty students enter the program in 9th grade each year. The program is designed to help students succeed in our society, and become educated and economically independent adults. The program strengthens the educational and social growth of at risk youngsters in high school with the goal of students entering post secondary institutions of higher learning or career employment.

In June of 1994 the first group of young people, who joined the program in the ninth grade graduated. In the first graduating class of 29 students, 27 are now enrolled in college. As a result of STAR, all participants are reading at a high school level or better, they have passed from grade to grade on time and are now on a track towards college and/or career/vocation. The second class is expected to graduate in June of 1995 with similar results.

ICD Visit on May 8, 1995 - Proposed Schedule 05/03/95

Page 3

11:50 a.m. - 12:00 p.m. - Travel to luncheon at The Garden City Hotel.

12:00 p.m. - 1:15 p.m. - Luncheon at The Garden City Hotel

12:45 p.m. - remarks - 10-15 minutes about President Clinton's Education and Domestic Policy Initiatives with questions and answers.

1:15 - 1:35 p.m.: Travel to CMP Publications, located at:

600 Community Drive

Manhasset, NY 11030

1:35 p.m. - Arrive at CMP Publications Day Care (Located in the same building as CMP Publications)

The purpose of the CMP Child Care Center is to provide our parent-employees with on-site care for their children in a nurturing, developmentally appropriate environment. The CMP Child Care Center is the first licensed, on-site corporate child care center on Long Island. The Day Care provides all-year, full-day care for infants, toddlers and pre-school age children. For the older children, CMP has an active after-school program, and full-day care for those days when CMP is open but schools are closed.

2:00 p.m. - Visit The Institute For Community Development (Located in the same building as CMP Publications)

This will be a debriefing with Gerard Leeds and Lilo Leeds, Co-Chairpersons, Lavinia Dickerson and Patrick G. Halpin, Co-Executive Directors.

2:30 p.m. - Depart to LaGuardia airport for Delta Shuttle.

3:30 p.m. - Flight departs on the Delta Shuttle.

ATTACHMENT 3:
BIOGRAPHIES ON GERALD LEEDS, LILO LEEDS, PATRICK HALPIN, AND
LAVINA DICKENSON

GERARD G. LEEDS

Gerard Leeds has had a life long commitment to education advancement. He is Co-Founder and Co-Chairperson of the Institute for Community Development, as well as Co-Founder and Co-Chairperson of CMP Publications. The Manhasset based Institute for Community Development was launched by him and his wife in 1989.

The Institute's mission is *"to improve the quality of education for children and youth at risk, so that they can succeed in our society."* The Institute's programs are focused on children and youth most at risk and are now daily affecting the lives of over 1200 children. The programs are school-based, comprehensive, long term programs of academic enrichment, personal development and counseling leading to academic excellence, enhanced self-esteem, self determination and strength of character.

Gerard and Lilo Leeds are also Co-Founders and Co-Chairpersons of CMP Publications, a leading publisher of business newspapers, magazines, and information services specializing in high technology. The company has annual sales of \$250 million and more than 1,200 employees worldwide.

The Leeds, both immigrants to this country, launched the Institute as a way to return to society some of the business and personal success that America has allowed them to achieve.

Innovative leadership and dedication to community service are also a part of their successful company. CMP has a major on-site day care and infant care center for its employees, an active foundation and an employee action committee committed to community development programs.

Prior to establishing CMP Publications, Gerard Leeds founded several electronics companies, including ILC Data Device Corporation, a leading Long Island electronics manufacturer.

Gerard and Lilo Leeds received the *Nassau County Industrial Development Agency's Business Developer Award*, were named as *Socially Responsible Entrepreneurs of the Year*, and were recognized as *Honorary Citizens of Roosevelt, L.I.* for their work with the Institute for Community Development.

Leeds holds a BS from Adelphi University and a MA from the State University of New York at Stony Brook. He has taught business management at Hofstra University and at Long Island University. He developed and implemented an entrepreneurial development program for women and minorities at the State University of New York at Old Westbury and he is also writing a book on entrepreneurial business management.

Lilo Leeds

Lilo J. Leeds created the first on-site Day Care and Infant Care Center on Long Island at CMP Publications. She also started an After School on-site Center and a Summer Day Camp for CMP employee' school age children.

Lilo Leeds is co-founder and co-chairperson of the Institute for Community Development, a nonprofit organization committed to economic and social change in disadvantaged communities through education and youth programs. She and her husband, Gerard, created the Manhasset-based Institute in 1989.

Corporate entrepreneurs, Lilo Leeds and her husband, Gerard, co-founded and co-chair CMP Publications, a leading publisher of business newspapers, magazines, and information services specializing in high technology. The company has annual sales of \$200 million and more than 1200 employees worldwide.

Lilo Leeds was a member of Governor Cuomo's Advisory Committee on Child Care. She is a member of the Child Care Council of Nassau County, the Nassau County Day Task Force, The Great Neck/Manhasset Community Child Care Partnership, the Corporate Initiative for Child/Elder Care on Long Island, and serves on the Advisory Board of the Arnold and Joan Saltzman/Hofstra Child Care Center.

Lilo Leeds serves as an Associate Trustee of North Shore University Hospital and on the Boards of North Shore Child & Family Guidance and Friends of the Arts.

Lilo Leeds was an honoree of Women on the Job, was named "Woman of the Year" by the Long Island Association, was an honoree of the National Organization of Women and received the Barbara Kramer Memorial Award from the Port Washington Children's Center. Mr. and Mrs. Leeds were recognized as Honorary Citizens of Roosevelt for their work with the STAR program for the Roosevelt High School and Writing to Read Program for kindergarten and first grade.

Mrs. Leeds holds a B.S. in Mathematics from Queens College and an M.A. from SUNY at Stony Brook.

Mrs. Leeds is a long-time resident of Long Island and has five grown children.

Patrick G. Halpin

Co-Executive Director

Patrick G. Halpin, an innovative chief executive, recently joined the Institute for Community Development as the co-executive director, responsible for public policy, government relations, and resource development. He brings to the Institute 20 years of experience in public service. As a chief executive and legislator, Mr. Halpin demonstrates a proven ability to balance competing interests and negotiate agreements.

Mr. Halpin began his career in public service in 1975 as Legislative Assistant to the former Congressman Thomas J. Downey, drafting legislation, and representing the Congressman in the community. From 1976 to 1978, he oversaw the daily administration of various town departments and programs as Assistant Town Supervisor of the Town of Babylon. In 1978 he became Legislative Aide to New York State Assembly Speaker Stanley Fink.

Mr. Halpin's career as an elected public official began in 1979 when he was elected at the age of 26 to the Suffolk County Legislature representing the 13th Legislative District. In a special election in 1982, he was elected to the New York State Assembly's 11th District in southwest Suffolk County. He served three terms. During his tenure, he chaired the Standing Committee on Ethics, Subcommittee on the Long Island Economy, and the Subcommittee on Long Island Marine Resources.

In 1988, Patrick Halpin was elected the 5th Suffolk County Executive. Suffolk County is the largest suburban county in New York State and the fifteenth largest county in the nation. As County Executive, Mr. Halpin was responsible for annual budgets of \$1.4 billion and proved his ability to manage within a complex and highly visible environment. Some of his outstanding accomplishments included:

- Established the Department of Alcohol and Substance Abuse Services, resulting in the major expansion of in-patient, out-patient and prevention/intervention services
- Over 400 new substance and alcohol abuse treatment beds were created
- Developed the largest DARE program in suburban United States
- Special substance and alcohol abuse interventions were launched targeting homeless adult males, women with children and teenagers
- Created Department of Economic Development
- Built more than 500 affordable housing units for the elderly, young families and the homeless
- Developed a partnership with HELP, Inc., a private agency, that resulted in a 75 unit transitional housing programs for homeless families
- Launched creative management programs which deployed skilled personnel to resolve short-term problems through ad hoc Project Management Teams
- Closed an inherited \$125 million deficit in first budget; balanced all subsequent annual budgets

- Restructured the county workforce, resulting in annual savings of over \$40 million
- Directed successful negotiations with employee unions
- Innovated programs in the Police Department to enhance community-based policing services
- Instituted over 60 cost containment programs in the Department of Social Services
- Instituted a comprehensive anti-family violence program, bringing together law enforcement professional, health and mental professionals, educators and advocates
- Developed and implemented \$100 million Clean Drinking Water Protection Program

Mr. Halpin holds a Bachelor of Arts degree from Old Dominion University in Virginia. He attended Harvard University's John F. Kennedy School of Government's Orientation for Newly Elected Mayors and County Executives.

He is the recipient of several awards including the Presidents Award of The Nature Conservancy, American Farmland Trust Award, Osprey Award from the Group for America's South Fork, as well as the Friend of Children Award presented by the Suffolk Pediatric Society. As one of Long Island's leading citizens, Mr. Halpin was inducted into The Long Island Hall of Fame in 1990.

Mr. Halpin is a member of the Touro Law School Advisory Board, Long Island Housing Partnership Board of Directors, Community Program Services Board of Directors, and the HELP Advisory Board.

Lavinia T. Dickerson

Lavinia T. Dickerson is an educator and counselor with over twenty years of experience working with children, youth and families in low-income communities. In 1990, she joined the Institute for Community Development, a Manhasset-based nonprofit organization that creates and supports innovative programs to help at-risk young people in disadvantaged minority communities, as the organization's Director of Programs.

Prior to joining the Institute, Ms. Dickerson supervised the Operation Success Program at Brooklyn's Prospect Heights High School. Operation Success is a school-based dropout prevention and counseling program of the Federation Employment and Guidance Service of New York City.

Ms. Dickerson also served as the Coordinator of Career Education for the New York City School Volunteer Program. This special initiative of the New York City Board of Education was located at Park West High School in Manhattan and was one of the first school-based programs to utilize the concept of peer education.

As Program Director for the Urban League of Philadelphia, Ms. Dickerson designed the Career Development and Employment Training Program there.

Ms. Dickerson's teaching career began while she was still an undergraduate at the University of Pennsylvania, when she returned to her alma mater, Germantown High School, as a substitute teacher. Later, in Oakland, California, she taught at the Bay Area Urban League's East Oakland Street Academy, an alternative school for potential high school dropouts.

Her teaching and counseling experience also includes positions held as an Adult Basic Education and G.E.D Instructor, and an Upward Bound Instructor before becoming a researcher at the University of California, Berkeley. At Berkeley, she was a Teaching Assistant, and in the summer taught writing.

A published author, whose works have appeared in both academic and literary journals, Ms. Dickerson also directed the San Francisco Children's Workshop in the Western Division of that city.

Ms. Dickerson holds an undergraduate degree from the University of Pennsylvania and a graduate degree in clinical school psychology from the University of California, Berkeley.

Her honors include a University of California, Berkeley, Graduate Fellowship and the University of Pennsylvania Humanitarian Award.

January, 1993

####

ATTACHMENT 4:
MOST UP-TO-DATE ATTENDANCE LIST FOR LUNCHEON EVENT

Partial Attendance List as of April 27, 1995

Adams, Eugene
Adams, Harold
Ammerman, Judith
Anderson, A. Terry
Ashby, Frank
Ballweg, Sally
Barnett, Shelly
Bernstein, Gene
Blackwell, S. Eric
Blankman, Howard
Brown, Diane
Brown, Rodney
Burns, Mary
Burt, Charise
Burton, Jerrylyn
Clay, Nathaniel

Cross, Betty
Cruso, Patricia
Curry, Tyree

Cushing, Barbara
Davis, Naomi
Dickerson, Lavinia
Douzinas, Nancy
Downey, Thomas
Drone, Dr. Janell

Edwards, Barbara
Fisher, Curtis
Fishman, Anita
Forrest, Clifford
Frazier, William
Gaines, Sylvia
Gavigan, Carolee
Gittelsohn, Joan
Gordon-Rainy, Susan
Graham, Martha
Guarino, Justine
Hagedorn, Horace

Halpin, Patrick
Harwood, Theodore
Heineman, Harry
Hester, Daniel

ICD Assistant Director
ICD Board*
ICD Supporter
N.C.I.D.A.
Hempstead School District Board Member
Chemical Bank
Marks, Shron & Co.
Northville Industries/ICD Advisory Board
Brooklyn School District Board Member
Howard Blankman, Inc.
Hempstead School District Board Member
Hempstead STAR Program Director
Hempstead School District Board Member
ICD Administrator
Brooklyn School District Member
Superintendent, Hempstead School District
Hempstead School District Board Member
Stony Brook Foundation
Principal, Alverta B. Gray Schultz Middle School
NorthFork Bank
ICD Administrator
ICD Co-Executive Director
Rauch Foundation
Downey Chandler, Inc.
Assistant Superintendent, Roosevelt School District
Associated Black Charities, ICD Board*
Hempstead School District
ICD Director of Fund Development
Brooklyn COMET Program Director
Brooklyn School District Board Member
Int'l Child Creative Educ. Ctr.
NatWest Bank
Joan Gittelsohn Consultants
Hempstead School District Board Member
Chemical Bank
ICD Administrator
Chief Executive Officer, Stern's Miracle Gro Products, ICD Board*
ICD Co-Executive Director
Roosevelt School District Board Member
Dean, LaGuardia College, ICD Board*
Hempstead School District Board Member

Partial Attendance List as of April 27,1995

Hill Slater, Phyllis
Holley, Henry

Hyman, Billie
Jones, Mildred
Jones, Wanda
Kass, Donna
Kass, Bernard
Kettles, Ronald

Kinard, Sylvia Gail
Kirkland, Iris
Klein, Irving

Koeppel, Adolph
Krasnoff, Abraham

Leahy, Christine
Leahy, John

Lee, Jane
Leeds, Lilo

Leeds, Gerard

Lyde, Harry
Macedonio, Karen
Mallouk, Anne
Mallouk, George
Marafioti, Robert

May, Abraham
McKnight, Seretta
Morton, Deborah
Mullarkey, Catherine
Murcott, Charles
Murcott, Constance
Newburger, May

O'Hearn, Brad
Ortega, Joseph

Owens, Chris
Pagan, Eveny
Parrish, Todd

Hill Slater Inc., ICD Board*
Hempstead Transportation, ICD Advisory Board
The Ben's Foundation
U.S.I, ICD Board*
ICD Administrator
ICD Supporter
ICD Supporter
Vice President, Johnson & Higgins/ ICD Board*
Brooklyn School District Board Member
First Bank of Americas
Vice President, Klein/Kaufman Management
Counselor at Law
Chairman Emeritus of the Pall Corporation, ICD Board*
Racklin Enterprises
Senior Vice President, Chase Manhattan Bank/ ICD Board*
Shawmut Bank
Co-Chairperson, ICD Board*/CMP Publications
Co-Chairperson, ICD Board*/CMP Publications
Brooklyn School District Board Member
Chemical Bank
ICD Supporter
ICD Supporter
General Counsel, CMP Publications/ICD Board*
Brooklyn School District Board Member
Roosevelt School District Board Member
Hempstead COMET Program Director
European American Bank
Former Chairman of LUMEX
ICD Supporter
Supervisor, Town Hall, ICD Advisory Board
Brad O'Hearn & Associates
Rivkin, Radler & Kramer, ICD Advisory Board
Brooklyn School District Board Member
ICD Administrator
Roosevelt STAR Program Director

Partial Attendance List as of April 27, 1995

Pinckney, Robert	Superintendent, Westbury School District
Ralph, Katheryne	ICD Administrator
Ringel, Jane	Sanford C. Bernstein & Co.
Rodis, Gerry	Sosinsky, Rodis & Stern
Rubin, Michael	Hudson General Corporation
Shavuo-Vaughn, Fayth	Hempstead School District Board Member
Straker, Oliver	Roosevelt School District Board Member
Summerville, Robert	Roosevelt School District Board Member
Souzzi, Thomas	Mayor of Glen Cove
Taylor, Reginald	Roosevelt School District Board Member
Turner, Pearl	Treasurer, CMP Publications, ICD Board*
Viklund, William	Long Island Savings Bank
Watkins, James	Hempstead School District Board Member
Weigel, Robert	Fleet Bank
Weis, Arlene	Heart to Home
Wesson-Jackman, Audrey	Brooklyn School District Board Member
Weston, Martin	ICD Director of Communication
Wiltshire, Albert	Brooklyn School District Board Member
Young, Dr. Lester	Superintendent, Brooklyn School District
Zarin, Renee	Director of Alumni Relations, Queens College/ICD Board*

*The Institute For Community Development Board

ATTACHMENT 5:
DRAFT LUNCHEON REMARKS

Carol -- this is a rough draft of remarks for your 10-15 minute luncheon speech at the Garden City Hotel this Monday. We apologize for the varying upper and lowercase text -- we will have that taken care of by the end of today -- we just wanted to make sure that you had a copy of this to review and edit before you left today.

DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT

Many thanks for that kind introduction. I want to begin by thanking Tom Downey, Gerald and Lilo Leeds, Patrick Halpin, and Lavina Dickenson for the invitation to be here with you today. We had a great morning visiting the COMET Program at the Alverta Gray Schultz Middle School. I enjoyed my time in the school as well as my meeting with the Dr. Nathaniel Clay and members of the Hempstead Board of Education. From there, we went to the Roosevelt Junior / Senior High School where we met with Dr. Will Singleton and members of the Roosevelt Board of Education. I particularly enjoyed the opportunity to visit with students and staff from the Roosevelt STAR program -- a program designed to help students succeed in our society, and become educated and economically independent adults. It has already been a full and enriching day, and it is barely half over!

This afternoon, I will have the opportunity to go to the CMP Child Care Center that provides parent-employees with on-site care for their children in a nurturing, developmentally appropriate environment. Since child care is a priority of this Administration, I'm looking forward to being there and learning from them.

The work that is being done by the Institute for Community Development under the leadership of Gerald and Lilo Leeds and Lavinia Dickerson and Patrick Halpin is impressive

and indeed a model for all of us; particularly as we in the Clinton Administration proceed with our agenda of developing comprehensive strategies for children and families within the context of community and economic development.

In my remarks this afternoon, I will weave together a number of different issues dealing with comprehensive strategies for children and families, focusing primarily on Education and Child Welfare. I know that these are issues that you all care about very deeply. I will also talk about both Education and Child Welfare vis-a-vis the Clinton Administration and the 104th Congress.

FOR DECADES, AMERICA HAS STOOD OUT FOR ITS COMPASSION FOR THE WELFARE OF CHILDREN, BOTH IN THIS COUNTRY AND ABROAD. AS A NATION, WE HAVE TAKEN PRIDE IN THE HIGH ASPIRATIONS AND EXPECTATIONS WE HAVE HELD FOR OUR CHILDREN'S FUTURES. BUT TODAY CHILDREN IN THIS COUNTRY ARE IN CRISIS AND WE FIND OURSELVES AT A RARE AND AWKWARD MOMENT IN HISTORY WHEN WE ARE BEING FORCED TO DECIDE, AS A SOCIETY, WHETHER OR NOT CHILDREN ARE TRULY A NATIONAL PRIORITY.

IN THIS COUNTRY TODAY, TWENTY THREE PERCENT OF OUR CHILDREN LIVE IN POVERTY, AND MILLIONS GO HUNGRY EVERY DAY. NEARLY 3 MILLION CHILDREN WERE THE SUBJECTS OF ABUSE AND NEGLECT REPORTS IN 1993, A 25% INCREASE FROM 1988. FAR TOO MANY CHILDREN ARE HAVING CHILDREN OF THEIR OWN. DRUGS, VIOLENCE, AND ABUSE CONTINUE TO CLAIM THE

LIVES OF MANY BEFORE THEY REACH ADULTHOOD.

AS SUPPORTERS OF THE INSTITUTE FOR COMMUNITY DEVELOPMENT'S STAR AND COMET PROGRAMS, I KNOW THAT YOU ARE NOT SURPRISED TO HEAR THESE FIGURES. WHILE LONG ISLAND IS NOT NEW YORK CITY, THE SAME TYPES OF PROBLEMS ARE GOING ON HERE, AS THEY ARE GOING ON IN EVERY COMMUNITY IN THIS COUNTRY. THERE IS NO PLACE IN AMERICA THAT IS NOT AFFECTED IN ONE WAY OR ANOTHER. HOWEVER, AS PRESIDENT CLINTON SO OFTEN SAYS: "THERE IS NO PROBLEM IN AMERICA THAT HAS NOT BEEN SOLVED SOMEWHERE IN AMERICA BEFORE." FROM MY VISITS THIS MORNING, I CAN SEE THAT THE SUCCESS OF THE STAR AND COMET PROGRAMS IS A POWERFUL TESTAMENT TO THE TRUTH OF THIS STATEMENT. WE HAVE TO SEARCH FOR SOLUTIONS TO THESE PROBLEMS AND WE MUST DO IT TOGETHER AS A NATION. THE PROBLEMS ARE COMPLEX BUT THEY ARE REAL AND WE NEED AN HONEST DEBATE ABOUT HOW TO DEAL WITH THEM. YET, IN WASHINGTON TODAY, IT IS THIS VITAL DEBATE THAT IS MISSING -- LOST AMONG THE RHETORIC THAT FLIES INTO OUR HOMES IN SOUND-BITES ON THE DAILY NEWS. THERE IS NO DEBATE, NO DISCUSSION ABOUT WHAT WORKS AND WHAT DOESN'T WORK -- INSTEAD, THERE IS QUITE SIMPLY AN ASSUMPTION THAT CUTTING PROGRAMS TO THE NEEDIEST, MOST VULNERABLE AND DISADVANTAGED AMONG US IS THE ANSWER.

FOR THE LAST TWO YEARS THE CLINTON ADMINISTRATION HAS WORKED

HARD TO IMPROVE THE LIVES OF CHILDREN AND FAMILIES THROUGH EDUCATION. DURING THE 1992 CAMPAIGN AND AT THE BEGINNING OF HIS PRESIDENCY, PRESIDENT CLINTON MADE A COMMITMENT TO AN AGENDA OF LIFELONG LEARNING -- FROM EXPANSION AND IMPROVEMENT OF EARLY CHILDHOOD EDUCATION, TO REFORM OF ADULT EDUCATION AND TRAINING PROGRAMS. OUR PROGRESS OVER THE LAST TWO YEARS HAS BEEN UNPRECEDENTED. LET ME OUTLINE SOME OF THE MAIN COMPONENTS OF THIS AGENDA:

1. HEAD START

In his first two budgets, the President increased Head Start spending by \$760 million, and now proposes an additional \$400 million in FY96 for this program which provides comprehensive services for disadvantaged children, ages three to five, and their families.

The President has also appointed the Head Start Advisory Commission to examine the program after 25 years of operation and to recommend ways to improve its operation. The Commission's recommendation formed the basis of this program's 1994 reauthorization, which passed with broad bipartisan support.

2. GOALS 2000: EDUCATE AMERICA ACT

Goals 2000 affirms the President's belief in the critical role of education in building America's future and in the federal government's role as a partner in that effort.

The Goals 200 Legislation., which passed in 1994, supports meaningful state and local

community-driven school improvement efforts, based on raising academic and occupational standards, improving teaching and expanding the use of technology in the classroom.

The President's FY96 budget proposal requests a \$347 million increase in funding for states and communities to proceed with their education reform agenda. More than 40 states **(INCLUDING NY?)** have already chosen to participate in Goals 2000, and with the leadership of local communities, parents, teachers and school administrators in these states have developed their own strategic plans for educational reform.

3. NATIONAL SERVICE

The President's National Service Program, called AmeriCorps, now has over 20,000 volunteers working in schools, hospitals, neighborhoods and parks across the country. To emphasize his belief that National Service can change the way government works by enabling participants to further their education while helping to change communities, President Clinton is asking for over \$800 million in 1996 to expand the program to 47,000 participants nationwide.

4. DIRECT LENDING

With the passage of the President's Student Loan Reform Act, 104 schools and over 300,000 students are already participating in the program. This year more than 1,400 schools -- representing 40% of the total number of student loans -- have committed to enrolling. This program cuts bureaucracy and saves taxpayers and students billions of dollars, while allowing more borrowers flexible repayment arrangements -- including pay-as-you-earn plans through

Individual Education Accounts.

5. IMPROVING AMERICA'S SCHOOLS ACT

Designed primarily to help disadvantaged children, this law focuses on improvements in teaching in more than 50,000 schools and has a direct impact on five million children in high poverty areas. By increasing school flexibility to use federal aid to support effective innovations, this law is a significant step in helping *all* students meet high academic standards.

6. SCHOOL TO WORK

The President's School to Work Act broadens educational, career and economic opportunities for students not immediately bound for four-year colleges through local partnerships among businesses, schools, community organizations and state and local governments. By equipping students with the knowledge and skills necessary to pursue work or post-secondary training, this law helps ensure that America will be capable of performing and prospering in a competitive global economy.

7. TECHNOLOGY AND LEARNING

To ensure that our nation's classrooms are not left behind in the global technological and information revolution that is currently taking place, the Clinton Administration has initiated a "Technology Learning Challenge," which challenges learning communities -- teachers, students, local businesses, telecommunications companies, curriculum and learning specialists -- to develop and deploy interactive learning curriculum content that will allow students to

learn both at school and at home. At last count, over 1100 communities from every state in the nation have sent in letters of intent to apply for this innovative new grant program.

THIS ADMINISTRATION HAS INDEED ACCOMPLISHED A GREAT DEAL IN EDUCATION, BOTH IN SCHOOLS AND BEYOND. IN ADDITION, WE HAVE WORKED HARD TO IMPROVE THE ENVIRONMENT IN WHICH YOUNG PEOPLE LIVE AS WELL AS PROVIDE A SUPPORT FOR STRONG FAMILIES THAT CAN NURTURE AND PROTECT CHILDREN. I THINK WE CAN ALL AGREE THAT CHILDREN ARE BEST SERVED THE CONTEXT OF A STRONG AND STABLE FAMILY, AND FAMILIES ARE BEST SERVED IN THE CONTEXT OF A STRONG AND STABLE COMMUNITY.

The Clinton administration is also committed to improving the child welfare system to ensure the safety of children and strengthen the capacity of parents to nurture healthy children.

Given the critical nature of these services, the Administration supports an approach that provides states and communities with flexibility to develop services that are responsive to the needs of their citizens. This approach includes:

- **The Family Preservation and Support Act**, which will provide almost \$1 billion over five years for the development of preventive and supportive services;
- **Waivers and Demonstration Projects**, which authorizes the development and

implementation of 10 state waiver / demonstration projects for welfare services;

- **The Multiethnic Placement Act**, which allows for certain factors such as race to be considered in the adoption process but prohibits discrimination based on race or ethnicity; and
- **Increased Funding for Adoption and Foster Care**, which has increased by almost \$600 million from 1994 to 1995.

DESPITE THE TREMENDOUS STRIDES THAT HAVE BEEN MADE IN EDUCATION AND CHILD WELFARE, THERE ARE SOME IN CONGRESS THAT WANT TO THROW IT ALL AWAY. BUT PRESIDENT CLINTON HAS MADE IT CLEAR THAT HE WILL OPPOSE:

- **The Abolition of the Department of Education.** Republicans calls for abolishing the Department of Education. The President believes strongly in the Department and the need for a strong federal role in education.
- **Gutting Goals 2000.** Republicans are calling for a 40% cut in a program that encourages high standards for all students.
- **Eliminating Direct Lending.** Republicans want to eliminate the very program that

cuts bureaucracy and saves taxpayers and students billions.

- **Any effort to make access and repayment of Student Loans more difficult.**

Republican proposals to pay for the Contract includes \$9.6 billion from eliminating the in-school interest subsidy, which relieves students with subsidized loans from responsibility for interest on their loans while in school and for six months following graduation.

- **Dismantling National Service.** Republicans want to dismantle Americorps, the President's signature service program, which expands opportunities for young people willing to give something back to their country.

- **Reducing the Safe and Drug-Free Schools Program.**

WHEN YOUNG PEOPLE DON'T FEEL SAFE THEY DON'T LEARN.

Republicans want to gut a program - present in 94% of our schools - that teaches students the dangers of drug and alcohol abuse and alternatives to violence.

*****CAROL -- THIS NEXT FEW PARAGRAPHS IS VERY POLITICAL -- DO WE WANT TO KEEP IT IN/TONE IT DOWN?**

In the area of child welfare, there are a number of proposals on the Hill that pose a real threat to the health and well being of our nation's children:

- The Child Protection Block grant PROPOSED BY THE REPUBLICANS will not protect children or promote improvement of the child welfare system. The amount of the block grant is set at \$4.4 billion in FY 1996. Over 5 years, the proposal would provide \$2.8 billion less for the block grant, a 10% cut.

The welfare reform legislation being considered by the House:

- repeals the Adoption Opportunities program and eliminates the Adoption Assistance program, leaving up to the states whether they can afford the subsidies that enable many special needs children to find permanent homes.
- repeals the Abandoned Infants programs, which was established to respond to the continuing crises of AIDS and crack cocaine. These crises have disproportionate effects on families and child welfare systems in selected urban areas.
- eliminates all direct federal support for non-profit agencies SUCH AS THE YWCA, community-based organizations and public-private partnerships, such as Children's Trust Funds, as well as all earmarked support for prevention of child abuse and neglect.
- caps foster care and adoption assistance payments and eliminates a critical safety valve for the States.

I WANT YOU ALL TO KNOW THAT MOST PEOPLE IN WASHINGTON - BOTH DEMOCRATS AND REPUBLICANS - THINK THAT THINGS NEED TO CHANGE. WE ALL KNOW THAT THE FEDERAL GOVERNMENT IS NOT PERFECT AND THAT IT NEEDS TO BE SMALLER AND INDEED MORE EFFICIENT. THERE IS A RIGHT WAY AND A WRONG WAY OF DEALING WITH THAT. THE RIGHT WAY IS TO REINVENT GOVERNMENT AND TO MAKE CHANGES THAT ARE NECESSARY. THE WRONG WAY IS TO BLINDLY CUT CURRENT FUNDING, ELIMINATE PROGRAMS, WITHDRAW GUARANTEES, AND PROPOSE BLOCK GRANTS IN THE NAME OF STATE FLEXIBILITY. THE RIGHT WAY IS A LITTLE BIT SLOWER BUT THE WRONG WAY PRODUCES A FALL OUT THAT WE WILL SUFFER FROM FOR YEARS TO COME. IT SEEMS CLEAR TO ME THAT 40 BILLION DOLLARS IN CUTS FOR CHILDREN'S PROGRAMS IS NOT THE RIGHT WAY. WE HAVE TO HELP THESE CHILDREN WHOSE VOICES WILL NOT BE HEARD. SOMEONE HAS TO SPEAK FOR THEM. THE IMPLICATIONS OF WHAT IS CURRENTLY GOING ON IN WASHINGTON WILL GO FAR BEYOND BARNEY AND BIG BIRD AND SCHOOL LUNCH, FAR BEYOND SUMMER JOBS AND AID FOR PHYSICALLY CHALLENGED CHILDREN.

I CAN ASSURE YOU THAT WHILE WE MAY NOT FEEL THE IMMEDIATE EFFECTS, WE WILL SOON REALIZE THAT THIS IS NOT THE WAY TO GO. IN THE INTEREST OF POLITICS OR PAYING FOR THE CONTRACT FOR AMERICA, WE CANNOT JEOPARDIZE THE FUTURE OF CHILDREN. WE DON'T NEED A CONTRACT, WE NEED A COVENANT. SOMETHING THAT THE GOVERNMENT AND THE

AMERICAN PEOPLE CAN AGREE ON....A BELIEF THAT IS PART OF OUR HERITAGE...THAT EVERY CITIZEN --- RICH OR POOR, URBAN OR RURAL, YOUNG OR OLD -- HAS THE RIGHT AND RESPONSIBILITY TO GO AS FAR AS THEY CAN AND WANT, AND THEN TO ACCEPT THE RESPONSIBILITY OF CONTRIBUTING AND GIVING SOMETHING BACK TO THEIR SOCIETY IN RETURN.

None of these programs is a panacea. We all know that government and services alone will not lift a family out of poverty. School lunch can help a child's physical and intellectual development, but it can't provide a shelter. Likewise, a nutrition program for pregnant women will increase the likelihood of a healthy baby but it cannot pay the rent. That is why we need to focus on comprehensive strategies, building on public-private partnerships like the ones I say today an the STAR and COMET Programs, and not the piecemeal, fragmented approach to services that has become all too common today.

We are indeed at a unique period in our history. In the weeks and months ahead as Congress and the Administration continue to work on a wide range of domestic issues, the test of every policy and budget decision should be whether it helps children and strengthens families. I think that this is an approach that as Americans we can all agree to follow. Thank you.

I have some time for a few questions . . .

ATTACHMENT 6:
EDUCATION TALKING POINTS FOR LUNCHEON Q&As

EDUCATION (filename: educatn.tp)
GAYNOR MCCOWN, 456-5575
3/21/95

EDUCATION

"Let's give our children a future. Let us take away their guns and give them books. Let us overcome their despair and replace it with hope. Let us, by our example, teach them to obey the law, respect our neighbors, and cherish our values. Let us weave these sturdy threads into a new American community that can once more stand strong against the forces of despair and evil because everyone has a chance to walk into a better tomorrow."

President Clinton
1995 State of the Union

The Clinton Administration has made an unprecedented commitment to reforming the federal role in education and training and to expanding the opportunities available to American children and adults to improve their skills and maximize their potential.

THE CLINTON RECORD: A LIFELONG LEARNING AGENDA

The President announced at the beginning of his Presidency his commitment to a Lifelong Learning Agenda – from expansion and improvement of early childhood education to reform of adult education and training programs. Much of that agenda has been enacted over the past two years:

1. HEAD START

In his first two budgets, the President increased Head Start spending by \$760 million, and now proposes an additional \$400 million in FY96 for this program which provides comprehensive services for disadvantaged children, ages three to five, and their families.

The President appointed the Head Start Advisory Commission to examine the program after 25 years of operation and to recommend ways to improve its operation. The Commission's recommendation formed the basis of the 1994 reauthorization, passed with bipartisan support.

2. GOALS 2000

Goals 2000 affirms the President's belief in the critical role of education in building America's future and the federal government's central role as a partner in that effort.

Legislation passed in 1994 to support meaningful state and community school improvement efforts, based on raising academic and occupational standards, improving teaching and expanding the use of technology.

The President's FY96 budget proposal requests a \$347 million increase in funding for states and communities to proceed with their education reform agenda. More than 40 states have already chosen to participate in Goals 2000 and with the leadership of local communities, parents, teachers and school administrators have developed their own strategic plans for educational reform.

3. NATIONAL SERVICE With passage of the National Service legislation, Americorps has 20,000 volunteers working in schools, hospitals, neighborhoods and parks. Reiterating his belief that National Service can change the way government works by enabling participants to further their education while helping to change communities, President Clinton is asking for \$812.5 million in 1996 to expand the program to 47,000 participants.

4. DIRECT LENDING With the passage of the Student Loan Reform Act, 104 schools and over 300,000 students are already participating in the program. This year more than 1,400 schools -- representing 40% of the total number of loans and the maximum allowed under this year's authorization -- have committed to enrolling. This program cuts bureaucracy and saves taxpayers and students billions of dollars, while allowing more borrowers flexible repayment arrangements -- including pay-as-you-earn plans through Individual Education Accounts.

5. ELEMENTARY AND SECONDARY EDUCATION ACT Designed primarily to help disadvantaged children, this law focuses on improvements in teaching in more than 50,000 schools and has a direct impact on five million children in high poverty areas. By increasing school flexibility to use federal aid and supporting effective innovations, this law is a significant step in helping *all* students meet high academic standards.

6. SCHOOL TO WORK ACT Broadens educational, career and economic opportunities for students not immediately bound for four-year colleges through local partnerships among businesses, schools, community organizations and state and local governments. By equipping students with the knowledge and skills necessary to pursue work or post-secondary training, this law helps ensure that America will be capable of performing and prospering in a competitive global economy.

7. TECHNOLOGY AND LEARNING To ensure that our nation's classrooms are not left behind in the technological and information revolution that is taking place, the Clinton Administration has initiated a "Technology Learning Challenge," which will challenge learning communities -- teachers, students, local businesses, telecommunications companies, curriculum and learning specialists -- to develop and deploy interactive learning curriculum content that will allow students to learn both at school and at home.

REPUBLICAN PROPOSALS

The Republicans are threatening the federal commitment to education in a number of ways that the Clinton Administration will oppose:

The Department of Education. Republicans calls for abolishing the Department of Education. The President believes strongly in the Department and the need for a strong federal role in education.

Goals 2000. Republicans are calling for a 40% cut in a program that encourages high standards for all students.

Direct Lending. Republicans want to eliminate the very program that cuts bureaucracy and saves taxpayers and students billions.

Student Loans. Republican proposals to pay for the Contract includes \$9.6 billion from eliminating the in-school interest subsidy, which relieves students with

subsidized loans from responsibility for interest on their loans while in school and for six months following graduation.

National Service. Republicans want to dismantle Americorps, the President's signature service program, which expands opportunities for young people willing to give something back to their country.

Safe and Drug-Free Schools. Republicans want to gut a program – present in 94% of our schools – that teaches students the dangers of drug and alcohol abuse and alternatives to violence.

MIDDLE CLASS BILL OF RIGHTS

President Clinton is committed to helping the Middle Class through education, training and reemployment. By improving and streamlining existing adult education and literacy programs and expanding choices for employment and training, President Clinton has proposed a plan to provide every American who is willing to learn and work with the tools to build a better future. The Middle Class Bill of Rights closes the circle and ensures that EVERY American – young and old – has the opportunity to do their jobs better AND to get better jobs.

Specifically, the President's proposal:

Supports New Tax Deduction for Education and Training: The President proposes making tuition for college, community college, technical school, graduate school and job-training fully deductible up to \$10,000. The deduction will be available to families earning up to \$100,000, and phased out at \$120,000.

Supports Skill Grants: By consolidating some 70 federal programs for education and job training, the President proposes to put the power to learn in workers' hands by offering low-income and unemployed workers Skill Grants – up to \$2,620 per year – to enable individuals to take responsibility, acquire skills and find rewarding work.

Opposes Wasteful Tax Cuts that Do Not Primarily Benefit Working Families: While some Republicans have expressed interest in considering the President's education deduction proposal, over 54% of the costs of the House Republican Contract goes to families making more than \$100,000 with their Capital Gains tax cut.

ATTACHMENT 7:
PRESS STORIES ON THE STAR AND COMET PROGRAMS

The New York Times

THURSDAY, APRIL 14, 1994

Turning Around Troubled Students, Intensively

L.I. Program Succeeds Without Trendy Theories, Just Costly, Home-Style Attention

By PETER MARKS

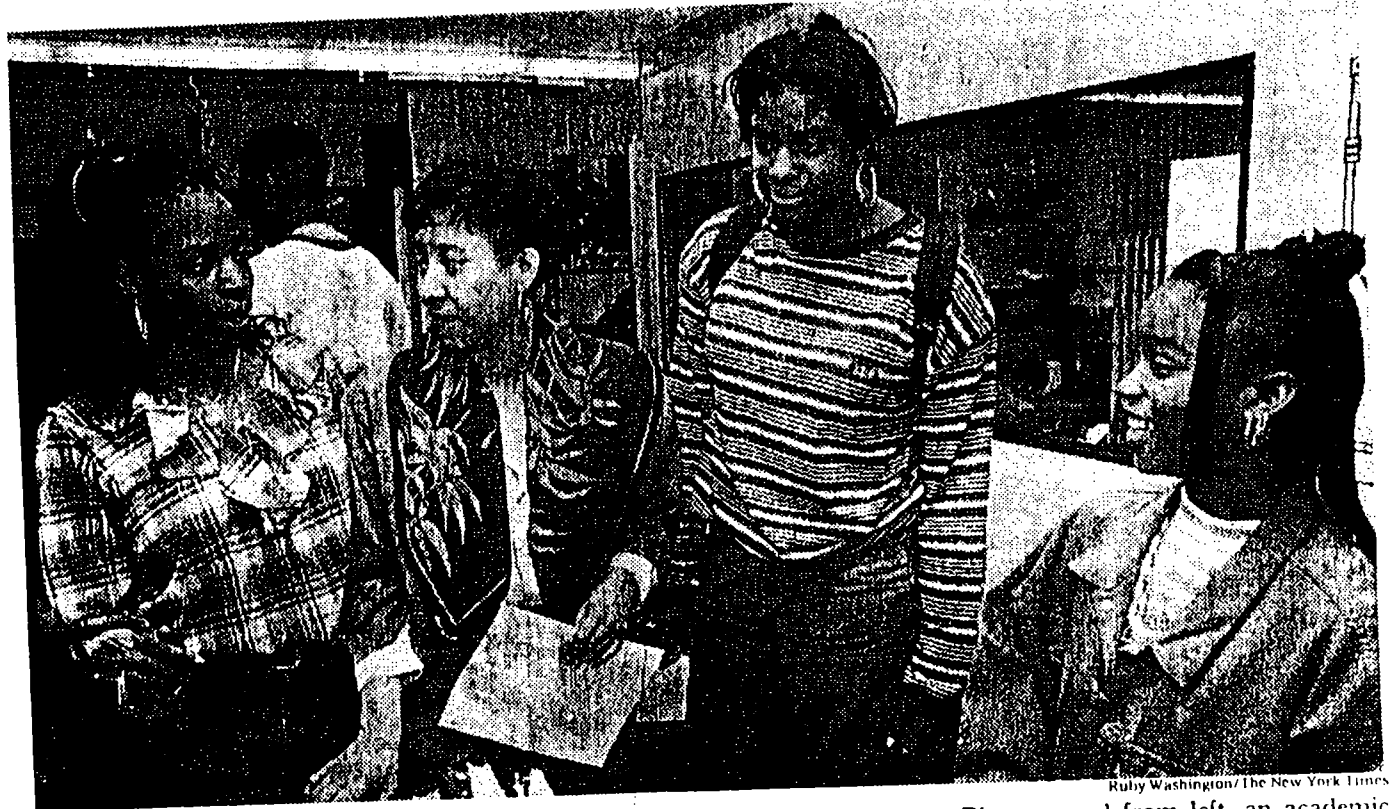
Special to The New York Times

ROOSEVELT, L.I., April 12 — When Jameka Harris enrolled as a freshman at Roosevelt Junior-Senior High School four years ago, she was not exactly on the track to college. Angry and unhappy, with a history of bad grades and behavior problems, she was the kind of student teachers dreaded and fellow students feared.

"I used to fight a lot," she said in a soft voice. "I came to school to cause trouble."

But that was before Miss Harris made peace with herself and found her way. It happened gradually, mostly within the confines of a large windowless classroom at Roosevelt High. There a small army of social workers and teachers from a private institute set up shop in the fall of 1990 to tutor, counsel and generally keep after Miss Harris and about two dozen of her classmates, who had been considered among the school's least promising candidates for success.

Four years after the educators arrived in Roosevelt, one of Long Island's poorest school districts, their initial class is getting ready to leave the cocoon of the windowless room and head for college in numbers no one imagined possible. Of 27 seniors who stayed with the intensive program, a two-hour-a-day supplement to their regular class schedule, 25 are college-bound. So far, 21 — including Jameka



Ruby Washington/The New York Times

A program at Roosevelt Junior-Senior High School faced the challenge of bringing discouraged teen-agers back into the classroom by providing them with intense person-

al attention. Ruby Blue, second from left, an academic coordinator, met with three participants, from left, Tamika Stewart, Latarsha Thomas and Felice Oliver.

Turning Around Students Intensively

Two Special Hours a Day

Harris — have been accepted by colleges and universities.

The results seem even more impressive when compared with the academic fates of 25 other Roosevelt students who were also offered places in the program but declined. Of those 25, the program's organizers report, only two are still in school.

The program, known as Success Through Academic Readiness, or STAR, is financed by the Institute for Community Development, a nonprofit organization in Long Island.

Lavinia Dickerson, co-executive director of the institute, said of the program's participants: "These kids are not going to end up on public assistance. These kids are not going to end up living hand to mouth. These young people will be able to come back to Roosevelt some day and say, despite all the obstacles in life, you can leap over them and set your mind to achievement."

To some educators, the success of a program like STAR in a district like Roosevelt — where the high school dropout rate exceeds New York City's and is eight times higher than Nassau County's — suggests that even as late as high school, the fortunes of disfranchised students can be radically changed. The key, they argue, involves no newfangled pedagogical theory, no educational tool suddenly in vogue. It is providing a level of attention and consistency that many of the students find nowhere else in their lives.

Expensive but Successful

"Certainly, what this demonstrates is that these kids do want to stay in school and, provided the right kind of support, they will stay," said Margaret Terry Orr, an associate professor at Teachers College of Columbia University and an expert on dropout prevention. "I think it's immensely remarkable that they're getting these results."

The program is not cheap, costing the institute \$5,000 per student each year. But it has proved so successful — 100 students are now enrolled in four grades at Roosevelt High — that last fall the institute began a similar program in Hempstead, starting with 50 students in 7th grade.

Eddy Bayardelle, Hempstead's superintendent, said public schools, particularly in low-income communities, must open their doors to anyone willing to help deal with the more intractable problems that many children face today.

"We have to deal with youngsters and their families and the communities in which they live," he said. "Our role is much broader; the mandate is much broader."

Although providing mentors and creating alternative high schools for difficult students are not new, the program at Roosevelt High is novel in its intensity. Students in STAR are not only assigned academic advisers who follow them through four years of high school, the staff in the STAR room also includes a full-time psychologist, social worker, career and college coordinator, program direc-

It is a level of staffing that Roosevelt could never afford on its own. During the 1991-92 school year, the district spent \$9,380 per student. Even with the institute's supplemental \$5,000 per student, spending still did not match that of wealthier Long Island districts like Jericho, which spent more than \$16,000 per student.

Besides their regular schedules, students have two daily hours of STAR-related activities, like attending a class on peer pressure or volunteering at a hospital. The program offers trips to museums, individual tutorials and even a course in preparing for the Scholastic Aptitude Test.

But it may be the relentless prodding by the staff that is most distinctive. "You need someone to say you can do it," declared Felicia Taylor, 19, a senior who hopes to study accounting or business administration next fall. "With STAR, they're constantly on you."

Two years ago, she gave birth to a daughter, Britney, almost ending her high school career. "After having my daughter, I slacked off a bit," she said. But when she failed to attend school, the phone calls began. "They call up and ask, 'Why haven't you been in school?'" she recalled with a giggle. "They sense you have a problem; they get to know who you are."

Evidence that lots of attention can help failing high-schoolers succeed.

All the encouragement has paid off for Miss Taylor, who is looking at a number of four-year Long Island colleges that offer the two programs she considers most important: a solid business curriculum and a campus day care center where she can leave Britney while she attends classes.

Few Teachers Have Time

Todd Parrish, a graduate of Roosevelt High School and the State University of New York at Stony Brook, is STAR's program director. He oversees all the activities in the windowless room, a brightly lit but poorly ventilated classroom filled with computer terminals and posters of sports stars. He says the accomplishments of the students in STAR are due as much to regular classroom teachers as to STAR staff members.

But few classroom teachers have the time to develop the intense emotional bonds formed between students and staff in the STAR room.

"These are kids I've seen every day since 1990," said Ruby Blue, who as the academic adviser for the first STAR class has followed the seniors through all four years of high school. "I feel like the mother of 30 kids. Sometimes, I think I care too much."

Ms. Blue, a former special educa-

tion teacher in Queens, said 33 students were in the first STAR class, but enrollment dropped after several students moved or left the program. A few others who wanted to join were added in the sophomore year, bringing the number to the current 27.

She remembers the tension of the early days, when some students tested her daily, treating her with contempt and uttering words she had never before heard in a classroom.

Cursed Out by Children

"Oh, there were battles: getting cursed out by a child!" she recalled. "These students have no fear of anyone. There are no boundaries. I'd go home, I'd cry, I'd have headaches." But she formed some of her closest bonds, she added, with the students who had been the most difficult.

Ms. Dickerson said many students came to the program with family and emotional problems. "We've had students who have been physically and sexually abused," she said, adding that the STAR staff tried to address the problems that afflicted students both in and out of school.

"The secret ingredient," she said, "is we're consistent: we hold them accountable, we make them responsible to themselves, their peers and the staff."

Sam Corsi, New York State's assistant commissioner for nonpublic schools, says that in his visits to the STAR room, he sees a substitute for the supplemental instruction that sometimes occurs at home. "It acts sort of like a family," he said. "I see them doing things in that room that my mother and father did with me with my homework."

Jerry Leeds, who with his wife, Lilo, founded the institute that finances STAR with the aid of grants from a number of Long Island companies, says he would like to see the STAR program reproduced elsewhere on a larger scale. But Professor Orr of Columbia says the characteristics that make a program like STAR successful often preclude more ambitious goals.

"These kinds of programs are hard to expand from these small numbers, and one factor is the cost," she said. Another limitation, she said, is that the programs "don't change anything else in the kid's educational experience, except to give them more help in coping with their problems."

Still, the students in STAR give it credit for showing them the value of education. "What I say," declared Kimberly Ferguson, 18, a senior, "is that STAR takes wilted flowers and blossoms them into roses."

By LINDA SASLOW

THE seventh graders in a classroom at Albert B. Gray Schultz Middle School in Hempstead were eating lunch while working on other activities. Several students were doing their homework with a teacher. Another teacher was tutoring a small group of students for a test that afternoon. In the classroom next door about a dozen 12-year-olds were learning from a third teacher about nouns and adjectives.

The youngsters in the classrooms are among the 48 seventh graders in Comet, a new program for students who educators consider most at risk to fail in school.

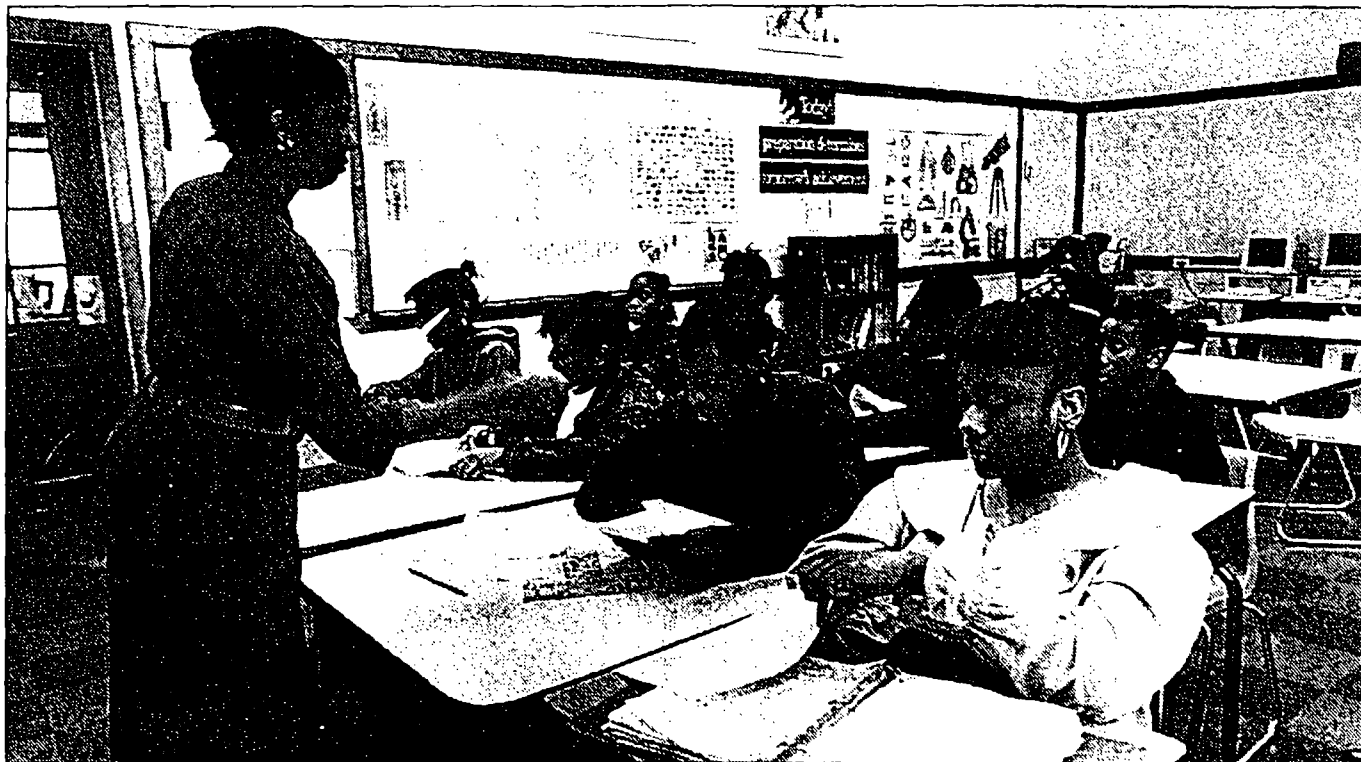
Comet, which stands for Children of Many Educational Talents, is a joint effort of the Hempstead School District and the Institute for Community Development. Gerard and Lilo Leeds founded the institute in 1989 to develop programs with school districts and community organizations for children considered at risk. Mr. and Mrs. Leeds are co-founders and co-chairmen of C.M.P. in Manhasset, a major publisher of computer and business magazines.

Comet was modeled after a high school program called Star, for Success Through Academic Readiness, the first school program by the institute. Star is in its fourth year at Roosevelt High School. Educators said Star and Comet were apparently the first comprehensive school-enrichment programs using school district and business collaborations on the island.

'New Breed of Kids'

The program director of the institute, Lavinia T. Dickerson, said such efforts were a new trend in education. Many low-income districts with minority groups have high dropout rates, Ms. Dickerson said, adding: "These youngsters have special needs in order to acquire quality education, the skills and confidence necessary to become educated, responsible and productive adults. We can't expect the schools to do it alone. It's a whole new world, and we're dealing with a new breed of kids. Education today must create a new framework on which to teach our children."

She said the goals of the programs were to help students stay in school and develop competency in academic and reasoning skills, self-confidence, positive values and a long-term perspective toward careers, higher education and economic independence. Both programs recruit students with poor attendance, low academic performance, behavioral or discipline problems, are older than their grade



Stephanie Morris, a teacher in the Comet program in Hempstead, working with students with problems.

levels or who have been referred for special problems.

Teachers and social workers employed by the institute work with students in classrooms at their schools and tutor, counsel and give computer training, workshops and discussion groups. In addition to attending regular classes the students have one period each day in Star or Comet and have to sign agreements that they are willing to spend the required hours before or after school and during lunchtime in supervised academic activities, remedial work, individual and group sessions and special projects. Star at Roosevelt requires two hours a day. Comet at Hempstead Middle calls for one and a half.

Parents are also required to make written commitments to attend work shops and support their children.

Ms. Dickerson said that the academic coordinators employed by the institute were not the students' primary teachers, but that they enhanced and built on classroom instruction. "If these kids can go back into their classroom and ask questions they feel better about themselves," she said. "Then they can

become critical thinkers and will become better learners."

She added that as with many new programs there have been mixed reactions, including skepticism, among parents, students and teachers. "The first hurdle was to remove the myth for the kids that getting extra help means there's something wrong with them," she said.

In Hempstead, of the 90 seventh graders referred to Comet in the summer 48 joined.

Cathy Green, mother of a 12-year-old, Matthew, a student in Comet, said when she received a letter about the program she was reluctant to enroll her son. But after learning about it, she added, she became confident that it would provide an important opportunity for Matthew.

"After talking to the staff," Ms. Green said, "we both felt excited and ready to sign the contract. For Matthew it's been a good lesson in time management, as he's learning to fit in everything that he wants to do."

Students had positive responses. "My mother made me join," Andre Edwards said. "But now I don't mind spending the extra time, because my

grades have gone up."

"It was my idea to be in Comet," Jermain Kee said. "If I have a test or have to finish my homework I come in before school and get the help I need. It's definitely helping me."

"It was my mother's idea," Tamara Gatlin said. "But it's a good idea and it's helped me. So I'll stay in it next year."

Ms. Dickerson said that when she met the group of students before the school year they were undisciplined, and most would not look her in the eye or tell her their names. "Today," she said, "Just two months into the program, many of them stand in front of the room and recite poetry."

The School Superintendent in Hempstead, Dr. Eddy Bayardelle, said that the program addressed the importance of providing centralized services and meeting the holistic needs of the students.

"We can't expect parents to go to one place for remedial tutoring, another place for counseling," he said. "It's just not realistic."

He added that the district decided to focus on seventh graders instead of following the Star program for high

school students because of the importance of early intervention. "To be effective you've got to start early," Dr. Bayardelle said. "We tend to lose kids when they leave elementary school in sixth grade and come to the middle school. We hope that by intervening earlier we can make a difference."

Reactions from teachers at the two schools have varied, Ms. Dickerson said. "Many teachers feel that they should be getting the same kind of support that these programs are getting," Ms. Dickerson said. "And they're right. But teacher support for the programs has grown as they've seen the difference that they can make."

Dr. Bayardelle said resistance at the start of the school year had been expected because the program is new and different. "But," he added, "we're working through it."

Comet has a staff of four and will expand next year to six, to include eighth graders. Star has a staff of nine and an enrollment of 115 in the 9th through 12th grades.

Educators estimate Comet costs \$250,000 a year, financed by the insti-

tute, which receives money from private and corporate donors. The annual cost per student for Star and Comet is about \$5,000.

The cost for a student to repeat a grade is \$10,000, the annual cost for a special education is \$20,000, and the loss of state aid for lost days is \$20 a student a day, Ms. Dickerson said.

Studies by the institute at Roosevelt show that Star has made a significant difference in keeping young stars in school. In 1990, 50 incoming graders who were considered less likely by educators to complete high school were referred to Star. Twenty-five joined, and 25 did not.

Ms. Dickerson said that three years later none of the Star students had dropped out or were expelled. The students, now in the 12th grade, have an average grade point average of 80. Of the students who did not join two made it to the 12th grade, with an average of 63. Several students who did not join dropped out. Others repeated one or more grades, and several were expelled or failed.

The Star program director, Todd Parrish, said the program had created a positive path for students. "They don't have to say that in order to fix they have to be a bad guy," he said. "They can fit in with other kids doing their work without being called weird."

"I'm not saying that these kids never cut classes. But they realize what they're missing and that the work they missed may be on the next test or on the SAT's. They realize that by cutting they're missing out on more than they're gaining."

80% Planning to Go to College

Last year the program added a career and college component to 11th and 12th graders. The program provides college visits, preparation for the Scholastic Assessment Test, internships and vocational workshops. Mr. Parrish said that 80 percent of the current seniors in Star were planning to go to college after graduation and that the others would pursue vocational training or internship.

A junior in Star, Juan Gomez, said that when he started high school his average was 65. He added his eighth year with an 81. This year, "I added, I hope it will be even higher. Because I hope to go to college and be a graduate."

Mr. Parrish said the program strived to provide successful experiences while building character and self-esteem, so that students could graduate and have an idea of what to do in the future. "We hope," he said, "that when these students become adults they can pass these values onto their own children."

By DeLuna/The New York Times

DRAFT

for immediate release - planning desks

PRESIDENT'S DOMESTIC AFFAIRS ADVISOR TO TOUR LI EDUCATIONAL PROGRAMS THAT RESCUE STUDENTS IN DISADVANTAGED COMMUNITIES

On Monday, May 8th at 10:00 a.m., Carol Rasco, Assistant to the President for Domestic Policy, will visit the Alberta B. Gray Schultz Middle School, 70 Greenwich Street, Hempstead, where she ^{will see} ~~is expected to~~ learn how the Institute for Community Development's COMET/STAR Programs -- comprehensive holistic academic enrichment, counseling and personal development, public school-based programs -- are an effective national model for rescuing young people at risk in economically disadvantaged communities.

Ms. Rasco will meet with many of the 200 students enrolled in the programs at Schultz Middle School and Roosevelt Jr./Sr. High school -- created by the Long Island-based Institute for Community Development (ICD) -- and discover first hand how the participants developed a greater concept of self and a more positive attitude toward school, their families and community.

Given that Ms. Rasco supervises and coordinates the President's Domestic Policy Council and serves on the Department of Education's National Educational Goals Panel, her visit is expected to bring the Institute's strategy for helping young people across the country to the attention of national leaders.

On Monday, Ms. Rasco will also meet with Hempstead and Roosevelt School officials and, at a noon luncheon at the Garden City Hotel, with ICD board members, donors, supporters and Long Island business and civic leaders.

The Institute for Community Development

600 Community Drive. Manhasset, New York 11030 (516) 562-5440/5441

The Institute For Community Development

To: Carol Rasco, Assistant to the President for Domestic Affairs
From: Patrick G. Halpin, Co-Executive Director
Date: May 3, 1995
Subject: ICD Visit on May 8, 1995 - Proposed Schedule

8:00 a.m. Breakfast meeting at The Garden City Hotel

8:35 - 8:50 a.m. - Travel to Alverta B. Gray Schultz Middle School

70 Greenwich Street

Hempstead, NY 11550

Tel: (516) 292-7102

8:50 a.m. 9:10 a.m.- Meet with the Superintendent of Hempstead School District, Dr. Nathaniel Clay and Board of Education members.

The following members of the Board of Education may be present:

- | | |
|--|--|
| 1) Mr. Daniel Hester, President | 4) Mr. Frank Ashby, Treasurer |
| 2) Mrs. Betty Cross, First Vice President | 5) Mrs. Susan Gordon- Rainy, Secretary |
| 3) Mrs. Mary Burns - Second Vice President | |

9:10 - 9:50 a.m.- Hempstead COMET (Children Of Many Educational Talents) Program.

Hempstead COMET Program Director: Deborah Morton

The *COMET* program serves 100 at risk youngsters in the Alverta B. Gray Schultz Middle School. *COMET* is a two year comprehensive, holistic academic enrichment, counseling and personal development support program for at risk 7th and 8th grade middle/jr. high school students. The anticipated outcome is that these students will remain in school and complete middle/jr. high school on time, make a successful transition to high school, develop a greater sense of self and a more positive attitude toward school, peers, teachers, family, and community.

9:50- 10:10 a.m. Press Briefing. Local and regional press will be present.

ICD Visit on May 8, 1995 - Proposed Schedule 05/03/95

Page 2

10:10 - 10:20 a.m. - Travel to Roosevelt Junior/Senior High School. Located at:

Roosevelt Junior/Senior High School

One Wagner Avenue

Roosevelt, NY 11575

Tel: (516) 867-8603

10:30 a.m. - 10:45 a.m. meet with Superintendent of Roosevelt School District, Dr. Will Singleton and Board of Education members.

The following members of the Board of Education may be present:

- | | |
|--|---|
| 1) Mr. Robert Summerville, President | 4) Mr. Theodore Hatwood, Trustee |
| 2) Ms. Seretta McKnight, Vice President | 5) Mr. Oliver Straker, Trustee |
| 3) Mr. Reginald Taylor, District Clerk | |

10:50 a.m. - 11:30 a.m. at the Roosevelt *STAR* (Success Through Academic Readiness) Program (Same Building as the Superintendent's Office)

Roosevelt Star Program Director : Todd Parrish

The Roosevelt *STAR* program is an intensive four year high school program for approximately 120 at risk students grades 9-12. Thirty students enter the program in 9th grade each year. The program is designed to help students succeed in our society, and become educated and economically independent adults. The program strengthens the educational and social growth of at risk youngsters in high school with the goal of students entering post secondary institutions of higher learning or career employment.

In June of 1994 the first group of young people, who joined the program in the ninth grade graduated. In the first graduating class of 29 students, 27 are now enrolled in college. As a result of *STAR*, all participants are reading at a high school level or better, they have passed from grade to grade on time and are now on a track towards college and/or career/vocation. The second class is expected to graduate in June of 1995 with similar results.

ICD Visit on May 8, 1995 - Proposed Schedule 05/03/95

Page 3

11:50 a.m. - 12:00 p.m. - Travel to luncheon at The Garden City Hotel.

12:00 p.m. - 1:15 p.m. - Luncheon at The Garden City Hotel

12:45 p.m. - remarks - 10-15 minutes about President Clinton's Education and Domestic Policy Initiatives with questions and answers.

1:15 - 1:35 p.m.: Travel to CMP Publications, located at:

600 Community Drive

Manhasset, NY 11030

1:35 p.m. - Arrive at CMP Publications Day Care (Located in the same building as CMP Publications)

The purpose of the CMP Child Care Center is to provide our parent-employees with on-site care for their children in a nurturing, developmentally appropriate environment. The CMP Child Care Center is the first licensed, on-site corporate child care center on Long Island. The Day Care provides all-year, full-day care for infants, toddlers and pre-school age children. For the older children, CMP has an active after-school program, and full-day care for those days when CMP is open but schools are closed.

2:00 p.m. - Visit The Institute For Community Development (Located in the same building as CMP Publications)

This will be a debriefing with Gerard Leeds and Lilo Leeds, Co-Chairpersons, Lavinia Dickerson and Patrick G. Halpin, Co-Executive Directors.

2:15 p.m. - Depart to LaGuardia airport for Delta Shuttle.

3:30 p.m. - Flight departs on the Delta Shuttle.

ATTACHMENT 1:
INSTITUTE FOR COMMUNITY DEVELOPMENT (ICD) MISSION STATEMENT
AND BACKGROUND INFORMATION

Mission Statement

Our mission is to improve
the quality of education for
children and youth at risk so that
they can succeed in our society.

To accomplish our mission the Institute focuses
on four strategies:

- 1. Develop, operate and support innovative, effective, replicable programs in collaboration with schools and communities.*
- 2. Assist schools in making these programs an integral part of their curriculum.*
- 3. Provide training and technical assistance to create similar programs in other schools and communities.*
- 4. Create public awareness and advocate public policies which will ensure quality education for all children.*

ABOUT THE INSTITUTE FOR COMMUNITY DEVELOPMENT

The Institute for Community Development is committed to helping assure that children and youth at risk of failure, from minority and impoverished communities, acquire the quality education, skills, and confidence necessary to become educated, responsible, and productive adults. The mission of the Institute for Community Development is to improve the quality of education for children and youth at risk so that they can succeed in our society.

To accomplish our mission the Institute focuses on four strategies: 1) Develop, operate and support innovative, effective, replicable programs in collaboration with schools and communities. 2) Assist schools in making these programs an integral part of their curriculum. 3) Provide training and technical assistance to create similar programs in other schools and communities. 4) Create public awareness and advocate public policies which will ensure quality education for all children.

The Institute was founded in 1989 by Gerard and Lilo Leeds, who are its co-chairpersons. The Leeds are also co-founders and co-chairpersons of CMP Publications, Inc., a worldwide publisher of business to business publications with over 1,200 employees and sales in excess of \$300 million a year. In 1988, when the Leeds shifted the management of CMP to their next generation (Michael S. Leeds is president and chief executive officer; Daniel H. Leeds, living in Paris, is corporate vice president and responsible for international operations), the Leeds decided to focus their energies on giving back to the community some of the success that they had been able to achieve for themselves and the company.

They founded the Institute for Community Development when they recognized that a quality education would be the single most important factor in helping children and youth at risk of failure to succeed against the odds -- to become economically self-sufficient and prevail in creating successful lives for themselves, their families and their communities.

The Institute is governed by an active Board of Directors representative of community, business, education, human rights and minority interests. A broadly based Advisory Board of twenty has also been created to call upon for technical expertise in the accomplishment of the organization's work. The Institute's operations are under the direction of Lavinia T. Dickerson and Patrick G. Halpin, Co-Executive Directors.

Its Current Programs

The Institute's programs include both those that are Institute-operated and those that receive Institute support and technical assistance:

Institute-Operated Programs

* Roosevelt STAR, *Success Through Academic Readiness*, the Institute's flagship program, was developed in collaboration with the Roosevelt School District. It is located on-site at the Roosevelt Jr./Sr. High School in Roosevelt, Long Island, one of the lowest-funded schools in the areas. STAR is an all-encompassing school-based support system which provides educational and counseling services leading to academic excellence, enhanced self-esteem, self-determination, and strength of character. The program, now in its fifth year, will have over 100 participants by next semester, 25 in each high school grade. STAR is designed as a fully documented model program, and is being considered for replication and adaptation for other communities and schools with similar at-risk populations.

* COMET, *Children of Many Educational Talents*, is a collaborative, school-based, middle school enrichment program (grades 7 & 8) developed by the Institute for Community Development with the Hempstead School District. COMET is designed to give young adolescents, on the threshold of making choices that will affect the rest of their lives, a foundation to develop into critically thinking, productive, healthy, reasonable, caring adults with a strong sense of community, character and self. The program provides a caring, nurturing environment that looks at the uniqueness of each student and addresses the learning styles of each.

* Hempstead STAR - launched in August 1994 is a replication of the STAR model developed and currently in its fifth year of operation at Roosevelt Junior - Senior High School. There are 25 students in the first class of ninth graders at Hempstead STAR.

Institute-Supported Programs

* FREEPORT FAMILY LITERACY receives funding support from the Institute. Using specialized teachers and computers, young single parents learn to read and write, to obtain a GED, while they develop parenting skills through learning, reading and playing with their pre-school children.

* WRITING TO READ laboratories for kindergarten and first grade children have been established in seven low-income area schools in Hempstead, Roosevelt and Westbury with the total support of the Institute. WRITING TO READ is a computer-based reading and writing program giving young children a solid foundation in reading and writing skills.

* SHINNECOCK AFTER SCHOOL PROGRAM receives funds from the Institute to run its computer lab for grades 4-8.

The Institute also provides occasional, special support to innovative community-based organizations for educational and cultural programs focusing on youth "at-risk". Examples are:

- 1) The annual College Fair co-sponsored by the Institute and The Roslyn Savings Bank for high school students.
- 2) The annual Career Fair sponsored by the Institute for high school freshmen, sophomores, juniors and seniors interested in obtaining information about a particular career.
- 3) Annual African American Heritage Month events.
- 4) Friends of the Arts - ART REACH Program to expose young people to culture and arts. The Institute has helped sponsor the following ART REACH events: Jazz w/Wynton Marsalis, Dance Theater of Harlem, Talking Drums and Bobby Sanabaria Jazz Explosion.

September 8, 1994

ATTACHMENT 2:
PROPOSED ITINERARY FOR INSTITUTE FOR COMMUNITY DEVELOPMENT
VISIT ON MAY 8, 1995

The Institute for Community Development

600 Community Drive, Manhasset, New York 11030 (516) 562-5440/5441

The Institute For Community Development

To: Carol Rasco, Assistant to the President for Domestic Affairs
From: Patrick G. Halpin, Co-Executive Director
Date: May 3, 1995
Subject: ICD Visit on May 8, 1995 - Proposed Schedule

8:00 a.m. Breakfast meeting at The Garden City Hotel

8: 35 - 8:50 a.m. - Travel to Alverta B. Gray Schultz Middle School

70 Greenwich Street

Hempstead, NY 11550

Tel: (516) 292-7102

8:50 a.m. 9:10 a.m.- Meet with the Superintendent of Hempstead School District, Dr. Nathaniel Clay and Board of Education members.

The following members of the Board of Education may be present:

- | | |
|---|---|
| 1) Mr. Daniel Hester, President | 4) Mr. Frank Ashby, Treasurer |
| 2) Mrs. Betty Cross, First Vice President | 5) Mrs. Susan Gordon- Rainy, Secretary |
| 3) Mrs. Mary Burns - Second Vice President | |

9:10 - 9:50 a.m.- Hempstead COMET (Children Of Many Educational Talents) Program.

Hempstead COMET Program Director: Deborah Morton

The *COMET* program serves 100 at risk youngsters in the Alverta B. Gray Schultz Middle School. *COMET* is a two year comprehensive, holistic academic enrichment, counseling and personal development support program for at risk 7th and 8th grade middle/jr. high school students. The anticipated outcome is that these students will remain in school and complete middle/jr. high school on time, make a successful transition to high school, develop a greater sense of self and a more positive attitude toward school, peers, teachers, family, and community.

9:50- 10:10 a.m. Press Briefing. Local and regional press will be present.

ICD Visit on May 8, 1995 - Proposed Schedule 05/03/95

Page 2

10:10 - 10:20 a.m. - Travel to Roosevelt Junior/Senior High School. Located at:

Roosevelt Junior/Senior High School

One Wagner Avenue

Roosevelt, NY 11575

Tel: (516) 867-8603

10:30 a.m. - 10:45 a.m. meet with Superintendent of Roosevelt School District, Dr. Will Singleton and Board of Education members.

The following members of the Board of Education may be present:

- | | |
|--|---|
| 1) Mr. Robert Summerville, President | 4) Mr. Theodore Hatwood, Trustee |
| 2) Ms. Seretta McKnight, Vice President | 5) Mr. Oliver Straker, Trustee |
| 3) Mr. Reginald Taylor, District Clerk | |

10:50 a.m. - 11:30 a.m. at the Roosevelt STAR (Success Through Academic Readiness) Program (Same Building as the Superintendent's Office)

Roosevelt Star Program Director : Todd Parrish

The Roosevelt STAR program is an intensive four year high school program for approximately 120 at risk students grades 9-12. Thirty students enter the program in 9th grade each year. The program is designed to help students succeed in our society, and become educated and economically independent adults. The program strengthens the educational and social growth of at risk youngsters in high school with the goal of students entering post secondary institutions of higher learning or career employment.

In June of 1994 the first group of young people, who joined the program in the ninth grade graduated. In the first graduating class of 29 students, 27 are now enrolled in college. As a result of STAR, all participants are reading at a high school level or better, they have passed from grade to grade on time and are now on a track towards college and/or career/vocation. The second class is expected to graduate in June of 1995 with similar results.

ICD Visit on May 8, 1995 - Proposed Schedule 05/03/95

Page 3

11:50 a.m. - 12:00 p.m. - Travel to luncheon at The Garden City Hotel.

12:00 p.m. - 1:15 p.m. - Luncheon at The Garden City Hotel

12:45 p.m. - remarks - 10-15 minutes about President Clinton's Education and Domestic Policy Initiatives with questions and answers.

1:15 - 1:35 p.m.: Travel to CMP Publications, located at:

600 Community Drive

Manhasset, NY 11030

1:35 p.m. - Arrive at CMP Publications Day Care (Located in the same building as CMP Publications)

The purpose of the CMP Child Care Center is to provide our parent-employees with on-site care for their children in a nurturing, developmentally appropriate environment. The CMP Child Care Center is the first licensed, on-site corporate child care center on Long Island. The Day Care provides all-year, full-day care for infants, toddlers and pre-school age children. For the older children, CMP has an active after-school program, and full-day care for those days when CMP is open but schools are closed.

2:00 p.m. - Visit The Institute For Community Development (Located in the same building as CMP Publications)

This will be a debriefing with Gerard Leeds and Lilo Leeds, Co-Chairpersons, Lavinia Dickerson and Patrick G. Halpin, Co-Executive Directors.

2:30 p.m. - Depart to LaGuardia airport for Delta Shuttle.

3:30 p.m. - Flight departs on the Delta Shuttle.

ATTACHMENT 3:
BIOGRAPHIES ON GERALD LEEDS, LILO LEEDS, PATRICK HALPIN, AND
LAVINA DICKENSON

GERARD G. LEEDS

Gerard Leeds has had a life long commitment to education advancement. He is Co-Founder and Co-Chairperson of the Institute for Community Development, as well as Co-Founder and Co-Chairperson of CMP Publications. The Manhasset based Institute for Community Development was launched by him and his wife in 1989.

The Institute's mission is *"to improve the quality of education for children and youth at risk, so that they can succeed in our society."* The Institute's programs are focused on children and youth most at risk and are now daily affecting the lives of over 1200 children. The programs are school-based, comprehensive, long term programs of academic enrichment, personal development and counseling leading to academic excellence, enhanced self-esteem, self determination and strength of character.

Gerard and Lilo Leeds are also Co-Founders and Co-Chairpersons of CMP Publications, a leading publisher of business newspapers, magazines, and information services specializing in high technology. The company has annual sales of \$250 million and more than 1,200 employees worldwide.

The Leeds, both immigrants to this country, launched the Institute as a way to return to society some of the business and personal success that America has allowed them to achieve.

Innovative leadership and dedication to community service are also a part of their successful company. CMP has a major on-site day care and infant care center for its employees, an active foundation and an employee action committee committed to community development programs.

Prior to establishing CMP Publications, Gerard Leeds founded several electronics companies, including ILC Data Device Corporation, a leading Long Island electronics manufacturer.

Gerard and Lilo Leeds received the *Nassau County Industrial Development Agency's Business Developer Award*, were named as *Socially Responsible Entrepreneurs of the Year*, and were recognized as *Honorary Citizens of Roosevelt, L.I.* for their work with the Institute for Community Development.

Leeds holds a BS from Adelphi University and a MA from the State University of New York at Stony Brook. He has taught business management at Hofstra University and at Long Island University. He developed and implemented an entrepreneurial development program for women and minorities at the State University of New York at Old Westbury and he is also writing a book on entrepreneurial business management.

Lilo Leeds

Lilo J. Leeds created the first on-site Day Care and Infant Care Center on Long Island at CMP Publications. She also started an After School on-site Center and a Summer Day Camp for CMP employee' school age children.

Lilo Leeds is co-founder and co-chairperson of the Institute for Community Development, a nonprofit organization committed to economic and social change in disadvantaged communities through education and youth programs. She and her husband, Gerard, created the Manhasset-based Institute in 1989.

Corporate entrepreneurs, Lilo Leeds and her husband, Gerard, co-founded and co-chair CMP Publications, a leading publisher of business newspapers, magazines, and information services specializing in high technology. The company has annual sales of \$200 million and more than 1200 employees worldwide.

Lilo Leeds was a member of Governor Cuomo's Advisory Committee on Child Care. She is a member of the Child Care Council of Nassau County, the Nassau County Day Task Force, The Great Neck/Manhasset Community Child Care Partnership, the Corporate Initiative for Child/Elder Care on Long Island, and serves on the Advisory Board of the Arnold and Joan Saltzman/Hofstra Child Care Center.

Lilo Leeds serves as an Associate Trustee of North Shore University Hospital and on the Boards of North Shore Child & Family Guidance and Friends of the Arts.

Lilo Leeds was an honoree of Women on the Job, was named "Woman of the Year" by the Long Island Association, was an honoree of the National Organization of Women and received the Barbara Kramer Memorial Award from the Port Washington Children's Center. Mr. and Mrs. Leeds were recognized as Honorary Citizens of Roosevelt for their work with the STAR program for the Roosevelt High School and Writing to Read Program for kindergarten and first grade.

Mrs. Leeds holds a B.S. in Mathematics from Queens College and an M.A. from SUNY at Stony Brook.

Mrs. Leeds is a long-time resident of Long Island and has five grown children.

Patrick G. Halpin Co-Executive Director

Patrick G. Halpin, an innovative chief executive, recently joined the Institute for Community Development as the co-executive director, responsible for public policy, government relations, and resource development. He brings to the Institute 20 years of experience in public service. As a chief executive and legislator, Mr. Halpin demonstrates a proven ability to balance competing interests and negotiate agreements.

Mr. Halpin began his career in public service in 1975 as Legislative Assistant to the former Congressman Thomas J. Downey, drafting legislation, and representing the Congressman in the community. From 1976 to 1978, he oversaw the daily administration of various town departments and programs as Assistant Town Supervisor of the Town of Babylon. In 1978 he became Legislative Aide to New York State Assembly Speaker Stanley Fink.

Mr. Halpin's career as an elected public official began in 1979 when he was elected at the age of 26 to the Suffolk County Legislature representing the 13th Legislative District. In a special election in 1982, he was elected to the New York State Assembly's 11th District in southwest Suffolk County. He served three terms. During his tenure, he chaired the Standing Committee on Ethics, Subcommittee on the Long Island Economy, and the Subcommittee on Long Island Marine Resources.

In 1988, Patrick Halpin was elected the 5th Suffolk County Executive. Suffolk County is the largest suburban county in New York State and the fifteenth largest county in the nation. As County Executive, Mr. Halpin was responsible for annual budgets of \$1.4 billion and proved his ability to manage within a complex and highly visible environment. Some of his outstanding accomplishments included:

- Established the Department of Alcohol and Substance Abuse Services, resulting in the major expansion of in-patient, out-patient and prevention/intervention services
- Over 400 new substance and alcohol abuse treatment beds were created
- Developed the largest DARE program in suburban United States
- Special substance and alcohol abuse interventions were launched targeting homeless adult males, women with children and teenagers
- Created Department of Economic Development
- Built more than 500 affordable housing units for the elderly, young families and the homeless
- Developed a partnership with HELP, Inc., a private agency, that resulted in a 75 unit transitional housing programs for homeless families
- Launched creative management programs which deployed skilled personnel to resolve short-term problems through ad hoc Project Management Teams
- Closed an inherited \$125 million deficit in first budget; balanced all subsequent annual budgets

- Restructured the county workforce, resulting in annual savings of over \$40 million
- Directed successful negotiations with employee unions
- Innovated programs in the Police Department to enhance community-based policing services
- Instituted over 60 cost containment programs in the Department of Social Services
- Instituted a comprehensive anti-family violence program, bringing together law enforcement professional, health and mental professionals, educators and advocates
- Developed and implemented \$100 million Clean Drinking Water Protection Program

Mr. Halpin holds a Bachelor of Arts degree from Old Dominion University in Virginia. He attended Harvard University's John F. Kennedy School of Government's Orientation for Newly Elected Mayors and County Executives.

He is the recipient of several awards including the Presidents Award of The Nature Conservancy, American Farmland Trust Award, Osprey Award from the Group for America's South Fork, as well as the Friend of Children Award presented by the Suffolk Pediatric Society. As one of Long Island's leading citizens, Mr. Halpin was inducted into The Long Island Hall of Fame in 1990.

Mr. Halpin is a member of the Touro Law School Advisory Board, Long Island Housing Partnership Board of Directors, Community Program Services Board of Directors, and the HELP Advisory Board.

Lavinia T. Dickerson

Lavinia T. Dickerson is an educator and counselor with over twenty years of experience working with children, youth and families in low-income communities. In 1990, she joined the Institute for Community Development, a Manhasset-based nonprofit organization that creates and supports innovative programs to help at-risk young people in disadvantaged minority communities, as the organization's Director of Programs.

Prior to joining the Institute, Ms. Dickerson supervised the Operation Success Program at Brooklyn's Prospect Heights High School. Operation Success is a school-based dropout prevention and counseling program of the Federation Employment and Guidance Service of New York City.

Ms. Dickerson also served as the Coordinator of Career Education for the New York City School Volunteer Program. This special initiative of the New York City Board of Education was located at Park West High School in Manhattan and was one of the first school-based programs to utilize the concept of peer education.

As Program Director for the Urban League of Philadelphia, Ms. Dickerson designed the Career Development and Employment Training Program there.

Ms. Dickerson's teaching career began while she was still an undergraduate at the University of Pennsylvania, when she returned to her alma mater, Germantown High School, as a substitute teacher. Later, in Oakland, California, she taught at the Bay Area Urban League's East Oakland Street Academy, an alternative school for potential high school dropouts.

Her teaching and counseling experience also includes positions held as an Adult Basic Education and G.E.D Instructor, and an Upward Bound Instructor before becoming a researcher at the University of California, Berkeley. At Berkeley, she was a Teaching Assistant, and in the summer taught writing.

A published author, whose works have appeared in both academic and literary journals, Ms. Dickerson also directed the San Francisco Children's Workshop in the Western Division of that city.

Ms. Dickerson holds an undergraduate degree from the University of Pennsylvania and a graduate degree in clinical school psychology from the University of California, Berkeley.

Her honors include a University of California, Berkeley, Graduate Fellowship and the University of Pennsylvania Humanitarian Award.

January, 1993

####

ATTACHMENT 4:
MOST UP-TO-DATE ATTENDANCE LIST FOR LUNCHEON EVENT

Partial Attendance List as of April 27, 1995

Adams, Eugene
Adams, Harold
Ammerman, Judith
Anderson, A. Terry
Ashby, Frank
Ballweg, Sally
Barnett, Shelly
Bernstein, Gene
Blackwell, S. Eric
Blankman, Howard
Brown, Diane
Brown, Rodney
Burns, Mary
Burt, Charise
Burton, Jerrylyn
Clay, Nathaniel

Cross, Betty
Cruso, Patricia
Curry, Tyree

Cushing, Barbara
Davis, Naomi
Dickerson, Lavinia
Douzinas, Nancy
Downey, Thomas
Drone, Dr. Janell

Edwards, Barbara
Fisher, Curtis
Fishman, Anita
Forrest, Clifford
Frazier, William
Gaines, Sylvia
Gavigan, Carolee
Gittelsohn, Joan
Gordon-Rainy, Susan
Graham, Martha
Guarino, Justine
Hagedorn, Horace

Halpin, Patrick
Harwood, Theodore
Heineman, Harry
Hester, Daniel

ICD Assistant Director
ICD Board*
ICD Supporter
N.C.I.D.A
Hempstead School District Board Member
Chemical Bank
Marks, Shron & Co.
Northville Industries/ICD Advisory Board
Brooklyn School District Board Member
Howard Blankman, Inc.
Hempstead School District Board Member
Hempstead STAR Program Director
Hempstead School District Board Member
ICD Administrator
Brooklyn School District Member
Superintendent, Hempstead School District
Hempstead School District Board Member
Stony Brook Foundation
Principal, Alverta B. Gray Schultz Middle School
NorthFork Bank
ICD Administrator
ICD Co-Executive Director
Rauch Foundation
Downey Chandler, Inc.
Assistant Superintendent, Roosevelt School District
Associated Black Charities, ICD Board*
Hempstead School District
ICD Director of Fund Development
Brooklyn COMET Program Director
Brooklyn School District Board Member
Int'l Child Creative Educ. Ctr.
NatWest Bank
Joan Gittelsohn Consultants
Hempstead School District Board Member
Chemical Bank
ICD Administrator
Chief Executive Officer, Stern's Miracle Gro Products, ICD Board*
ICD Co-Executive Director
Roosevelt School District Board Member
Dean, LaGuardia College, ICD Board*
Hempstead School District Board Member

Partial Attendance List as of April 27, 1995

Hill Slater, Phyllis
Holley, Henry

Hyman, Billie
Jones, Mildred
Jones, Wanda
Kass, Donna
Kass, Bernard
Kettries, Ronald

Kinard, Sylvia Gail
Kirkland, Iris
Klein, Irving

Koeppel, Adolph
Krasnoff, Abraham

Leahy, Christine
Leahy, John

Lee, Jane
Leeds, Lilo

Leeds, Gerard

Lyde, Harry
Macedonio, Karen
Mallouk, Anne
Mallouk, George
Marafioti, Robert

May, Abraham
McKnight, Seretta
Morton, Deborah
Mullarkey, Catherine
Murcott, Charles
Murcott, Constance
Newburger, May

O'Hearn, Brad
Ortega, Joseph

Owens, Chris
Pagan, Eveny
Parrish, Todd

Hill Slater Inc., ICD Board*
Hempstead Transportation, ICD Advisory
Board
The Ben's Foundation
U.S.I, ICD Board*
ICD Administrator
ICD Supporter
ICD Supporter
Vice President, Johnson & Higgins/ ICD
Board*
Brooklyn School District Board Member
First Bank of Americas
Vice President, Klein/Kaufman
Managemant
Counselor at Law
Chairman Ameritus of the Pall
Corporation, ICD Board*
Racklin Enterprises
Senior Vice President, Chase Manhattan
Bank/ ICD Board*
Shawmut Bank
Co-Chairperson, ICD Board*/CMP
Publications
Co-Chairperson, ICD Board*/CMP
Publications
Brooklyn School District Board Member
Chemical Bank
ICD Supporter
ICD Supporter
General Counsel, CMP Publications/ICD
Board*
Brooklyn School District Board Member
Roosevelt School District Board Member
Hempstead COMET Program Director
European American Bank
Former Chairman of LUMEX
ICD Supporter
Supervisor, Town Hall, ICD Advisory
Board
Brad O'Hearn & Associates
Rivkin, Radler & Kramer, ICD Advisory
Board
Brooklyn School District Board Member
ICD Administrator
Roosevelt STAR Program Director

Partial Attendance List as of April 27, 1995

Pinckney, Robert	Superintendent, Westbury School District
Ralph, Katherine	ICD Administrator
Ringel, Jane	Sanford C. Bernstein & Co.
Rodis, Gerry	Sosinsky, Rodis & Stern
Rubin, Michael	Hudson General Corporation
Shavuo-Vaughn, Fayth	Hempstead School District Board Member
Straker, Oliver	Roosevelt School District Board Member
Summerville, Robert	Roosevelt School District Board Member
Souzzi, Thomas	Mayor of Glen Cove
Taylor, Reginald	Roosevelt School District Board Member
Turner, Pearl	Treasurer, CMP Publications, ICD Board*
Viklund, William	Long Island Savings Bank
Watkins, James	Hempstead School District Board Member
Weigel, Robert	Fleet Bank
Weis, Arlene	Heart to Home
Wesson-Jackman, Audrey	Brooklyn School District Board Member
Weston, Martin	ICD Director of Communication
Wiltshire, Albert	Brooklyn School District Board Member
Young, Dr. Lester	Superintendent, Brooklyn School District
Zarin, Renee	Director of Alumni Relations, Queens College/ICD Board*

*The Institute For Community Development Board

ATTACHMENT 5:
DRAFT LUNCHEON REMARKS

Carol -- this is a rough draft of remarks for your 10-15 minute luncheon speech at the Garden City Hotel this Monday. We apologize for the varying upper and lowercase text -- we will have that taken care of by the end of today -- we just wanted to make sure that you had a copy of this to review and edit before you left today.

DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT

Many thanks for that kind introduction. I want to begin by thanking Tom Downey, Gerald and Lilo Leeds, Patrick Halpin, and Lavina Dickenson for the invitation to be here with you today. We had a great morning visiting the COMET Program at the Alverta Gray Schultz Middle School. I enjoyed my time in the school as well as my meeting with the Dr. Nathaniel Clay and members of the Hempstead Board of Education. From there, we went to the Roosevelt Junior / Senior High School where we met with Dr. Will Singleton and members of the Roosevelt Board of Education. I particularly enjoyed the opportunity to visit with students and staff from the Roosevelt STAR program -- a program designed to help students succeed in our society, and become educated and economically independent adults. It has already been a full and enriching day, and it is barely half over!

This afternoon, I will have the opportunity to go to the CMP Child Care Center that provides parent-employees with on-site care for their children in a nurturing, developmentally appropriate environment. Since child care is a priority of this Administration, I'm looking forward to being there and learning from them.

The work that is being done by the Institute for Community Development under the leadership of Gerald and Lilo Leeds and Lavinia Dickerson and Patrick Halpin is impressive

and indeed a model for all of us; particularly as we in the Clinton Administration proceed with our agenda of developing comprehensive strategies for children and families within the context of community and economic development.

In my remarks this afternoon, I will weave together a number of different issues dealing with comprehensive strategies for children and families, focusing primarily on Education and Child Welfare. I know that these are issues that you all care about very deeply. I will also talk about both Education and Child Welfare vis-a-vis the Clinton Administration and the 104th Congress.

FOR DECADES, AMERICA HAS STOOD OUT FOR ITS COMPASSION FOR THE WELFARE OF CHILDREN, BOTH IN THIS COUNTRY AND ABROAD. AS A NATION, WE HAVE TAKEN PRIDE IN THE HIGH ASPIRATIONS AND EXPECTATIONS WE HAVE HELD FOR OUR CHILDREN'S FUTURES. BUT TODAY CHILDREN IN THIS COUNTRY ARE IN CRISIS AND WE FIND OURSELVES AT A RARE AND AWKWARD MOMENT IN HISTORY WHEN WE ARE BEING FORCED TO DECIDE, AS A SOCIETY, WHETHER OR NOT CHILDREN ARE TRULY A NATIONAL PRIORITY.

IN THIS COUNTRY TODAY, TWENTY THREE PERCENT OF OUR CHILDREN LIVE IN POVERTY, AND MILLIONS GO HUNGRY EVERY DAY. NEARLY 3 MILLION CHILDREN WERE THE SUBJECTS OF ABUSE AND NEGLECT REPORTS IN 1993, A 25% INCREASE FROM 1988. FAR TOO MANY CHILDREN ARE HAVING CHILDREN OF THEIR OWN. DRUGS, VIOLENCE, AND ABUSE CONTINUE TO CLAIM THE

LIVES OF MANY BEFORE THEY REACH ADULTHOOD.

AS SUPPORTERS OF THE INSTITUTE FOR COMMUNITY DEVELOPMENT'S STAR AND COMET PROGRAMS, I KNOW THAT YOU ARE NOT SURPRISED TO HEAR THESE FIGURES. WHILE LONG ISLAND IS NOT NEW YORK CITY, THE SAME TYPES OF PROBLEMS ARE GOING ON HERE, AS THEY ARE GOING ON IN EVERY COMMUNITY IN THIS COUNTRY. THERE IS NO PLACE IN AMERICA THAT IS NOT AFFECTED IN ONE WAY OR ANOTHER. HOWEVER, AS PRESIDENT CLINTON SO OFTEN SAYS: "THERE IS NO PROBLEM IN AMERICA THAT HAS NOT BEEN SOLVED SOMEWHERE IN AMERICA BEFORE." FROM MY VISITS THIS MORNING, I CAN SEE THAT THE SUCCESS OF THE STAR AND COMET PROGRAMS IS A POWERFUL TESTAMENT TO THE TRUTH OF THIS STATEMENT. WE HAVE TO SEARCH FOR SOLUTIONS TO THESE PROBLEMS AND WE MUST DO IT TOGETHER AS A NATION. THE PROBLEMS ARE COMPLEX BUT THEY ARE REAL AND WE NEED AN HONEST DEBATE ABOUT HOW TO DEAL WITH THEM. YET, IN WASHINGTON TODAY, IT IS THIS VITAL DEBATE THAT IS MISSING -- LOST AMONG THE RHETORIC THAT FLIES INTO OUR HOMES IN SOUND-BITES ON THE DAILY NEWS. THERE IS NO DEBATE, NO DISCUSSION ABOUT WHAT WORKS AND WHAT DOESN'T WORK -- INSTEAD, THERE IS QUITE SIMPLY AN ASSUMPTION THAT CUTTING PROGRAMS TO THE NEEDIEST, MOST VULNERABLE AND DISADVANTAGED AMONG US IS THE ANSWER.

FOR THE LAST TWO YEARS THE CLINTON ADMINISTRATION HAS WORKED

HARD TO IMPROVE THE LIVES OF CHILDREN AND FAMILIES THROUGH EDUCATION. DURING THE 1992 CAMPAIGN AND AT THE BEGINNING OF HIS PRESIDENCY, PRESIDENT CLINTON MADE A COMMITMENT TO AN AGENDA OF LIFELONG LEARNING -- FROM EXPANSION AND IMPROVEMENT OF EARLY CHILDHOOD EDUCATION, TO REFORM OF ADULT EDUCATION AND TRAINING PROGRAMS. OUR PROGRESS OVER THE LAST TWO YEARS HAS BEEN UNPRECEDENTED. LET ME OUTLINE SOME OF THE MAIN COMPONENTS OF THIS AGENDA:

1. HEAD START

In his first two budgets, the President increased Head Start spending by \$760 million, and now proposes an additional \$400 million in FY96 for this program which provides comprehensive services for disadvantaged children, ages three to five, and their families.

The President has also appointed the Head Start Advisory Commission to examine the program after 25 years of operation and to recommend ways to improve its operation. The Commission's recommendation formed the basis of this program's 1994 reauthorization, which passed with broad bipartisan support.

2. GOALS 2000: EDUCATE AMERICA ACT

Goals 2000 affirms the President's belief in the critical role of education in building America's future and in the federal government's role as a partner in that effort.

The Goals 200 Legislation., which passed in 1994, supports meaningful state and local

community-driven school improvement efforts, based on raising academic and occupational standards, improving teaching and expanding the use of technology in the classroom.

The President's FY96 budget proposal requests a \$347 million increase in funding for states and communities to proceed with their education reform agenda. More than 40 states **(INCLUDING NY?)** have already chosen to participate in Goals 2000, and with the leadership of local communities, parents, teachers and school administrators in these states have developed their own strategic plans for educational reform.

3. NATIONAL SERVICE

The President's National Service Program, called AmeriCorps, now has over 20,000 volunteers working in schools, hospitals, neighborhoods and parks across the country. To emphasize his belief that National Service can change the way government works by enabling participants to further their education while helping to change communities, President Clinton is asking for over \$800 million in 1996 to expand the program to 47,000 participants nationwide.

4. DIRECT LENDING

With the passage of the President's Student Loan Reform Act, 104 schools and over 300,000 students are already participating in the program. This year more than 1,400 schools -- representing 40% of the total number of student loans - - have committed to enrolling. This program cuts bureaucracy and saves taxpayers and students billions of dollars, while allowing more borrowers flexible repayment arrangements -- including pay-as-you-earn plans through

Individual Education Accounts.

5. IMPROVING AMERICA'S SCHOOLS ACT

Designed primarily to help disadvantaged children, this law focuses on improvements in teaching in more than 50,000 schools and has a direct impact on five million children in high poverty areas. By increasing school flexibility to use federal aid to support effective innovations, this law is a significant step in helping *all* students meet high academic standards.

6. SCHOOL TO WORK

The President's School to Work Act broadens educational, career and economic opportunities for students not immediately bound for four-year colleges through local partnerships among businesses, schools, community organizations and state and local governments. By equipping students with the knowledge and skills necessary to pursue work or post-secondary training, this law helps ensure that America will be capable of performing and prospering in a competitive global economy.

7. TECHNOLOGY AND LEARNING

To ensure that our nation's classrooms are not left behind in the global technological and information revolution that is currently taking place, the Clinton Administration has initiated a "Technology Learning Challenge," which challenges learning communities -- teachers, students, local businesses, telecommunications companies, curriculum and learning specialists -- to develop and deploy interactive learning curriculum content that will allow students to

learn both at school and at home. At last count, over 1100 communities from every state in the nation have sent in letters of intent to apply for this innovative new grant program.

THIS ADMINISTRATION HAS INDEED ACCOMPLISHED A GREAT DEAL IN EDUCATION, BOTH IN SCHOOLS AND BEYOND. IN ADDITION, WE HAVE WORKED HARD TO IMPROVE THE ENVIRONMENT IN WHICH YOUNG PEOPLE LIVE AS WELL AS PROVIDE A SUPPORT FOR STRONG FAMILIES THAT CAN NURTURE AND PROTECT CHILDREN. I THINK WE CAN ALL AGREE THAT CHILDREN ARE BEST SERVED THE CONTEXT OF A STRONG AND STABLE FAMILY, AND FAMILIES ARE BEST SERVED IN THE CONTEXT OF A STRONG AND STABLE COMMUNITY.

The Clinton administration is also committed to improving the child welfare system to ensure the safety of children and strengthen the capacity of parents to nurture healthy children.

Given the critical nature of these services, the Administration supports an approach that provides states and communities with flexibility to develop services that are responsive to the needs of their citizens. This approach includes:

- **The Family Preservation and Support Act**, which will provide almost \$1 billion over five years for the development of preventive and supportive services;
- **Waivers and Demonstration Projects**, which authorizes the development and

implementation of 10 state waiver / demonstration projects for welfare services;

- **The Multiethnic Placement Act**, which allows for certain factors such as race to be considered in the adoption process but prohibits discrimination based on race or ethnicity; and
- **Increased Funding for Adoption and Foster Care**, which has increased by almost \$600 million from 1994 to 1995.

DESPITE THE TREMENDOUS STRIDES THAT HAVE BEEN MADE IN EDUCATION AND CHILD WELFARE, THERE ARE SOME IN CONGRESS THAT WANT TO THROW IT ALL AWAY. BUT PRESIDENT CLINTON HAS MADE IT CLEAR THAT HE WILL OPPOSE:

- **The Abolition of the Department of Education.** Republicans calls for abolishing the Department of Education. The President believes strongly in the Department and the need for a strong federal role in education.
- **Gutting Goals 2000.** Republicans are calling for a 40% cut in a program that encourages high standards for all students.
- **Eliminating Direct Lending.** Republicans want to eliminate the very program that

cuts bureaucracy and saves taxpayers and students billions.

- **Any effort to make access and repayment of Student Loans more difficult.**

Republican proposals to pay for the Contract includes \$9.6 billion from eliminating the in-school interest subsidy, which relieves students with subsidized loans from responsibility for interest on their loans while in school and for six months following graduation.

- **Dismantling National Service.** Republicans want to dismantle Americorps, the President's signature service program, which expands opportunities for young people willing to give something back to their country.

- **Reducing the Safe and Drug-Free Schools Program.**

WHEN YOUNG PEOPLE DON'T FEEL SAFE THEY DON'T LEARN.

Republicans want to gut a program - present in 94% of our schools - that teaches students the dangers of drug and alcohol abuse and alternatives to violence.

*****CAROL -- THIS NEXT FEW PARAGRAPHS IS VERY POLITICAL -- DO WE WANT TO KEEP IT IN/TONE IT DOWN?**

In the area of child welfare, there are a number of proposals on the Hill that pose a real threat to the health and well being of our nation's children:

- The Child Protection Block grant PROPOSED BY THE REPUBLICANS will not protect children or promote improvement of the child welfare system. The amount of the block grant is set at \$4.4 billion in FY 1996. Over 5 years, the proposal would provide \$2.8 billion less for the block grant, a 10% cut.

The welfare reform legislation being considered by the House:

- repeals the Adoption Opportunities program and eliminates the Adoption Assistance program, leaving up to the states whether they can afford the subsidies that enable many special needs children to find permanent homes.
- repeals the Abandoned Infants programs, which was established to respond to the continuing crises of AIDS and crack cocaine. These crises have disproportionate effects on families and child welfare systems in selected urban areas.
- eliminates all direct federal support for non-profit agencies SUCH AS THE YWCA, community-based organizations and public-private partnerships, such as Children's Trust Funds, as well as all earmarked support for prevention of child abuse and neglect.
- caps foster care and adoption assistance payments and eliminates a critical safety valve for the States.

I WANT YOU ALL TO KNOW THAT MOST PEOPLE IN WASHINGTON - BOTH DEMOCRATS AND REPUBLICANS - THINK THAT THINGS NEED TO CHANGE. WE ALL KNOW THAT THE FEDERAL GOVERNMENT IS NOT PERFECT AND THAT IT NEEDS TO BE SMALLER AND INDEED MORE EFFICIENT. THERE IS A RIGHT WAY AND A WRONG WAY OF DEALING WITH THAT. THE RIGHT WAY IS TO REINVENT GOVERNMENT AND TO MAKE CHANGES THAT ARE NECESSARY. THE WRONG WAY IS TO BLINDLY CUT CURRENT FUNDING, ELIMINATE PROGRAMS, WITHDRAW GUARANTEES, AND PROPOSE BLOCK GRANTS IN THE NAME OF STATE FLEXIBILITY. THE RIGHT WAY IS A LITTLE BIT SLOWER BUT THE WRONG WAY PRODUCES A FALL OUT THAT WE WILL SUFFER FROM FOR YEARS TO COME. IT SEEMS CLEAR TO ME THAT 40 BILLION DOLLARS IN CUTS FOR CHILDREN'S PROGRAMS IS NOT THE RIGHT WAY. WE HAVE TO HELP THESE CHILDREN WHOSE VOICES WILL NOT BE HEARD. SOMEONE HAS TO SPEAK FOR THEM. THE IMPLICATIONS OF WHAT IS CURRENTLY GOING ON IN WASHINGTON WILL GO FAR BEYOND BARNEY AND BIG BIRD AND SCHOOL LUNCH, FAR BEYOND SUMMER JOBS AND AID FOR PHYSICALLY CHALLENGED CHILDREN.

I CAN ASSURE YOU THAT WHILE WE MAY NOT FEEL THE IMMEDIATE EFFECTS, WE WILL SOON REALIZE THAT THIS IS NOT THE WAY TO GO. IN THE INTEREST OF POLITICS OR PAYING FOR THE CONTRACT FOR AMERICA, WE CANNOT JEOPARDIZE THE FUTURE OF CHILDREN. WE DON'T NEED A CONTRACT, WE NEED A COVENANT. SOMETHING THAT THE GOVERNMENT AND THE

AMERICAN PEOPLE CAN AGREE ON....A BELIEF THAT IS PART OF OUR HERITAGE...THAT EVERY CITIZEN --- RICH OR POOR, URBAN OR RURAL, YOUNG OR OLD -- HAS THE RIGHT AND RESPONSIBILITY TO GO AS FAR AS THEY CAN AND WANT, AND THEN TO ACCEPT THE RESPONSIBILITY OF CONTRIBUTING AND GIVING SOMETHING BACK TO THEIR SOCIETY IN RETURN.

None of these programs is a panacea. We all know that government and services alone will not lift a family out of poverty. School lunch can help a child's physical and intellectual development, but it can't provide a shelter. Likewise, a nutrition program for pregnant women will increase the likelihood of a healthy baby but it cannot pay the rent. That is why we need to focus on comprehensive strategies, building on public-private partnerships like the ones I say today an the STAR and COMET Programs, and not the piecemeal, fragmented approach to services that has become all too common today.

We are indeed at a unique period in our history. In the weeks and months ahead as Congress and the Administration continue to work on a wide range of domestic issues, the test of every policy and budget decision should be whether it helps children and strengthens families. I think that this is an approach that as Americans we can all agree to follow. Thank you.

I have some time for a few questions . . .

ATTACHMENT 6:
EDUCATION TALKING POINTS FOR LUNCHEON Q&As

EDUCATION (filename: educatn.tp)
GAYNOR MCCOWN, 456-5575
3/21/95

EDUCATION

"Let's give our children a future. Let us take away their guns and give them books. Let us overcome their despair and replace it with hope. Let us, by our example, teach them to obey the law, respect our neighbors, and cherish our values. Let us weave these sturdy threads into a new American community that can once more stand strong against the forces of despair and evil because everyone has a chance to walk into a better tomorrow."

President Clinton
1995 State of the Union

The Clinton Administration has made an unprecedented commitment to reforming the federal role in education and training and to expanding the opportunities available to American children and adults to improve their skills and maximize their potential.

THE CLINTON RECORD: A LIFELONG LEARNING AGENDA

The President announced at the beginning of his Presidency his commitment to a Lifelong Learning Agenda – from expansion and improvement of early childhood education to reform of adult education and training programs. Much of that agenda has been enacted over the past two years:

1. HEAD START

- . In his first two budgets, the President increased Head Start spending by \$760 million, and now proposes an additional \$400 million in FY96 for this program which provides comprehensive services for disadvantaged children, ages three to five, and their families.
- . The President appointed the Head Start Advisory Commission to examine the program after 25 years of operation and to recommend ways to improve its operation. The Commission's recommendation formed the basis of the 1994 reauthorization, passed with bipartisan support.

2. GOALS 2000

Goals 2000 affirms the President's belief in the critical role of education in building America's future and the federal government's central role as a partner in that effort.

- . Legislation passed in 1994 to support meaningful state and community school improvement efforts, based on raising academic and occupational standards, improving teaching and expanding the use of technology.
- . The President's FY96 budget proposal requests a \$347 million increase in funding for states and communities to proceed with their education reform agenda. More than 40 states have already chosen to participate in Goals 2000 and with the leadership of local communities, parents, teachers and school administrators have developed their own strategic plans for educational reform.

3. NATIONAL SERVICE With passage of the National Service legislation, Americorps has 20,000 volunteers working in schools, hospitals, neighborhoods and parks. Reiterating his belief that National Service can change the way government works by enabling participants to further their education while helping to change communities, President Clinton is asking for \$812.5 million in 1996 to expand the program to 47,000 participants.

4. DIRECT LENDING With the passage of the Student Loan Reform Act, 104 schools and over 300,000 students are already participating in the program. This year more than 1,400 schools – representing 40% of the total number of loans and the maximum allowed under this year's authorization – have committed to enrolling. This program cuts bureaucracy and saves taxpayers and students billions of dollars, while allowing more borrowers flexible repayment arrangements -- including pay-as-you-earn plans through Individual Education Accounts.

5. ELEMENTARY AND SECONDARY EDUCATION ACT Designed primarily to help disadvantaged children, this law focuses on improvements in teaching in more than 50,000 schools and has a direct impact on five million children in high poverty areas. By increasing school flexibility to use federal aid and supporting effective innovations, this law is a significant step in helping *all* students meet high academic standards.

6. SCHOOL TO WORK ACT Broadens educational, career and economic opportunities for students not immediately bound for four-year colleges through local partnerships among businesses, schools, community organizations and state and local governments. By equipping students with the knowledge and skills necessary to pursue work or post-secondary training, this law helps ensure that America will be capable of performing and prospering in a competitive global economy.

7. TECHNOLOGY AND LEARNING To ensure that our nation's classrooms are not left behind in the technological and information revolution that is taking place, the Clinton Administration has initiated a "Technology Learning Challenge," which will challenge learning communities -- teachers, students, local businesses, telecommunications companies, curriculum and learning specialists -- to develop and deploy interactive learning curriculum content that will allow students to learn both at school and at home.

REPUBLICAN PROPOSALS

The Republicans are threatening the federal commitment to education in a number of ways that the Clinton Administration will oppose:

- . **The Department of Education.** Republicans calls for abolishing the Department of Education. The President believes strongly in the Department and the need for a strong federal role in education.
- . **Goals 2000.** Republicans are calling for a 40% cut in a program that encourages high standards for all students.
- . **Direct Lending.** Republicans want to eliminate the very program that cuts bureaucracy and saves taxpayers and students billions.
- . **Student Loans.** Republican proposals to pay for the Contract includes \$9.6 billion from eliminating the in-school interest subsidy, which relieves students with

subsidized loans from responsibility for interest on their loans while in school and for six months following graduation.

- **National Service.** Republicans want to dismantle Americorps, the President's signature service program, which expands opportunities for young people willing to give something back to their country.

- **Safe and Drug-Free Schools.** Republicans want to gut a program – present in 94% of our schools – that teaches students the dangers of drug and alcohol abuse and alternatives to violence.

MIDDLE CLASS BILL OF RIGHTS

President Clinton is committed to helping the Middle Class through education, training and reemployment. By improving and streamlining existing adult education and literacy programs and expanding choices for employment and training, President Clinton has proposed a plan to provide every American who is willing to learn and work with the tools to build a better future. The Middle Class Bill of Rights closes the circle and ensures that EVERY American – young and old – has the opportunity to do their jobs better AND to get better jobs.

Specifically, the President's proposal:

Supports New Tax Deduction for Education and Training: The President proposes making tuition for college, community college, technical school, graduate school and job-training fully deductible up to \$10,000. The deduction will be available to families earning up to \$100,000, and phased out at \$120,000.

Supports Skill Grants: By consolidating some 70 federal programs for education and job training, the President proposes to put the power to learn in workers' hands by offering low-income and unemployed workers Skill Grants – up to \$2,620 per year – to enable individuals to take responsibility, acquire skills and find rewarding work.

Opposes Wasteful Tax Cuts that Do Not Primarily Benefit Working Families: While some Republicans have expressed interest in considering the President's education deduction proposal, over 54% of the costs of the House Republican Contract goes to families making more than \$100,000 with their Capital Gains tax cut.

ATTACHMENT 7:
PRESS STORIES ON THE STAR AND COMET PROGRAMS

The New York Times

THURSDAY, APRIL 14, 1994

Turning Around Troubled Students, Intensively

L.I. Program Succeeds Without Trendy Theories, Just Costly, Home-Style Attention

By PETER MARKS

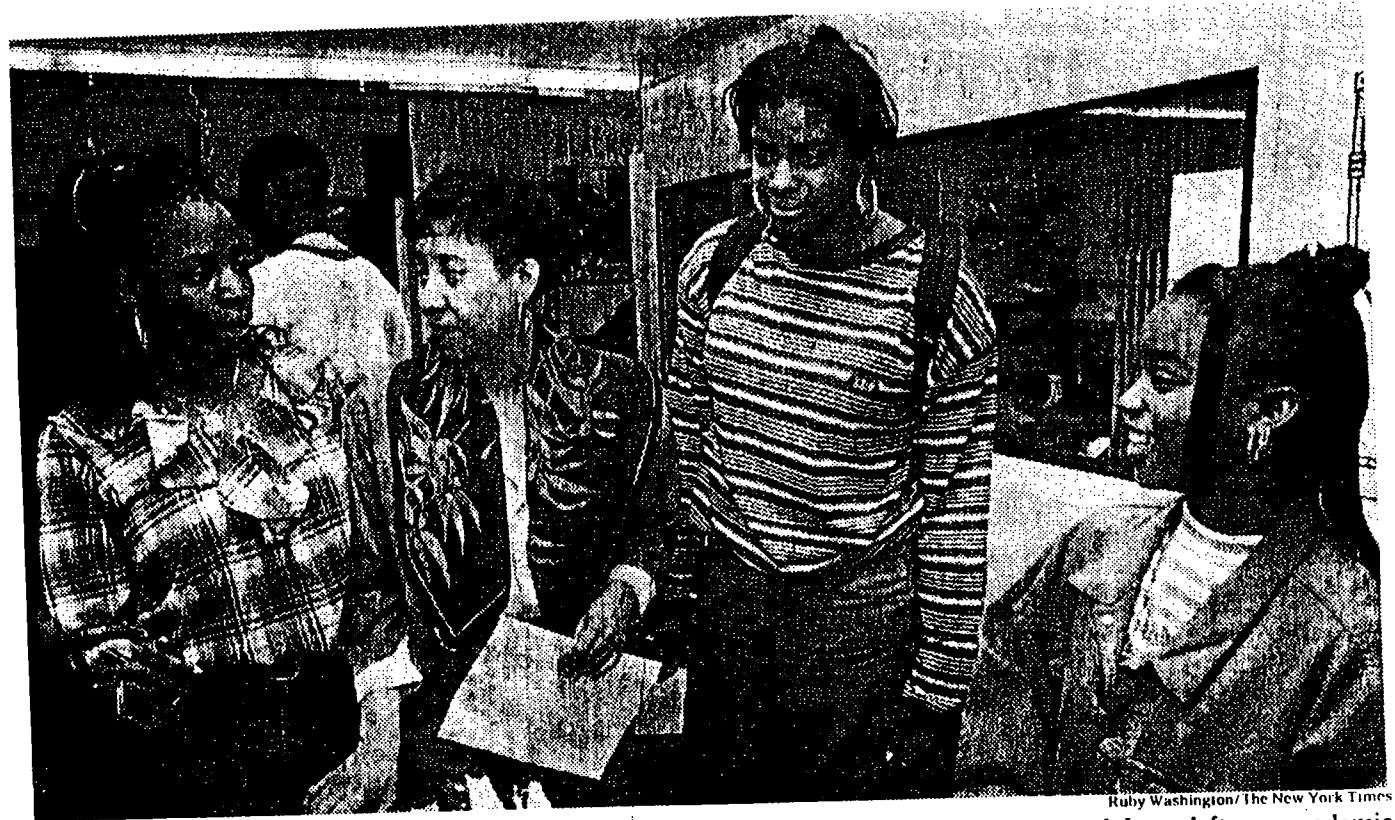
Special to The New York Times

ROOSEVELT, L.I., April 12 — When Jameka Harris enrolled as a freshman at Roosevelt Junior-Senior High School four years ago, she was not exactly on the track to college. Angry and unhappy, with a history of bad grades and behavior problems, she was the kind of student teachers dreaded and fellow students feared.

"I used to fight a lot," she said in a soft voice. "I came to school to cause trouble."

But that was before Miss Harris made peace with herself and found her way. It happened gradually, mostly within the confines of a large windowless classroom at Roosevelt High. There a small army of social workers and teachers from a private institute set up shop in the fall of 1990 to tutor, counsel and generally keep after Miss Harris and about two dozen of her classmates, who had been considered among the school's least promising candidates for success.

Four years after the educators arrived in Roosevelt, one of Long Island's poorest school districts, their initial class is getting ready to leave the cocoon of the windowless room and head for college in numbers no one imagined possible. Of 27 seniors who stayed with the intensive program, a two-hour-a-day supplement to their regular class schedule, 25 are college-bound. So far, 21 — including Jameka



Ruby Washington/The New York Times

A program at Roosevelt Junior-Senior High School faced the challenge of bringing discouraged teen-agers back into the classroom by providing them with intense person-

al attention. Ruby Blue, second from left, an academic coordinator, met with three participants, from left, Tamika Stewart, Latarsha Thomas and Felice Oliver.

Continued on Page B7

Turning Around Students Intensively

Harris — have been accepted by colleges and universities.

The results seem even more impressive when compared with the academic fates of 25 other Roosevelt students who were also offered places in the program but declined. Of those 25, the program's organizers report, only two are still in school.

The program, known as Success Through Academic Readiness, or STAR, is financed by the Institute for Community Development, a nonprofit organization in Long Island.

Lavinia Dickerson, co-executive director of the institute, said of the program's participants: "These kids are not going to end up on public assistance. These kids are not going to end up living hand to mouth. These young people will be able to come back to Roosevelt some day and say, despite all the obstacles in life, you can leap over them and set your mind to achievement."

To some educators, the success of a program like STAR in a district like Roosevelt — where the high school dropout rate exceeds New York City's and is eight times higher than Nassau County's — suggests that even as late as high school, the fortunes of disfranchised students can be radically changed. The key, they argue, involves no newfangled pedagogical theory, no educational tool suddenly in vogue. It is providing a level of attention and consistency that many of the students find nowhere else in their lives.

Expensive but Successful

"Certainly, what this demonstrates is that these kids do want to stay in school and, provided the right kind of support, they will stay," said Margaret Terry Orr, an associate professor at Teachers College of Columbia University and an expert on dropout prevention. "I think it's immensely remarkable that they're getting these results."

The program is not cheap, costing the institute \$5,000 per student each year. But it has proved so successful — 100 students are now enrolled in four grades at Roosevelt High — that last fall the institute began a similar program in Hempstead, starting with 50 students in 7th grade.

Eddy Bayardelle, Hempstead's superintendent, said public schools, particularly in low-income communities, must open their doors to anyone willing to help deal with the more intractable problems that many children face today.

"We have to deal with youngsters and their families and the communities in which they live," he said. "Our role is much broader; the mandate is much broader."

Although providing mentors and creating alternative high schools for difficult students are not new, the program at Roosevelt High is novel in its intensity. Students in STAR are not only assigned academic advisers who follow them through four years of high school, the staff in the STAR room also includes a full-time psychologist, social worker, career and college coordinator, program director and outreach worker.

Two Special Hours a Day

It is a level of staffing that Roosevelt could never afford on its own. During the 1991-92 school year, the district spent \$9,380 per student. Even with the institute's supplemental \$5,000 per student, spending still did not match that of wealthier Long Island districts like Jericho, which spent more than \$16,000 per student.

Besides their regular schedules, students have two daily hours of STAR-related activities, like attending a class on peer pressure or volunteering at a hospital. The program offers trips to museums, individual tutorials and even a course in preparing for the Scholastic Aptitude Test.

But it may be the relentless prodding by the staff that is most distinctive. "You need someone to say you can do it," declared Felicia Taylor, 19, a senior who hopes to study accounting or business administration next fall. "With STAR, they're constantly on you."

Two years ago, she gave birth to a daughter, Britney, almost ending her high school career. "After having my daughter, I slacked off a bit," she said. But when she failed to attend school, the phone calls began. "They call up and ask, 'Why haven't you been in school?'" she recalled with a giggle. "They sense you have a problem; they get to know who you are."

Evidence that lots of attention can help failing high-schoolers succeed.

All the encouragement has paid off for Miss Taylor, who is looking at a number of four-year Long Island colleges that offer the two programs she considers most important: a solid business curriculum and a campus day care center where she can leave Britney while she attends classes.

Few Teachers Have Time

Todd Parrish, a graduate of Roosevelt High School and the State University of New York at Stony Brook, is STAR's program director. He oversees all the activities in the windowless room, a brightly lit but poorly ventilated classroom filled with computer terminals and posters of sports stars. He says the accomplishments of the students in STAR are due as much to regular classroom teachers as to STAR staff members.

But few classroom teachers have the time to develop the intense emotional bonds formed between students and staff in the STAR room.

"These are kids I've seen every day since 1990," said Ruby Blue, who as the academic adviser for the first STAR class has followed the seniors through all four years of high school. "I feel like the mother of 30 kids. Sometimes, I think I care too much."

Ms. Blue, a former special educa-

tion teacher in Queens, said 33 students were in the first STAR class, but enrollment dropped after several students moved or left the program. A few others who wanted to join were added in the sophomore year, bringing the number to the current 27.

She remembers the tension of the early days, when some students tested her daily, treating her with contempt and uttering words she had never before heard in a classroom.

Cursed Out by Children

"Oh, there were battles: getting cursed out by a child!" she recalled. "These students have no fear of anyone. There are no boundaries. I'd go home, I'd cry, I'd have headaches." But she formed some of her closest bonds, she added, with the students who had been the most difficult.

Ms. Dickerson said many students came to the program with family and emotional problems. "We've had students who have been physically and sexually abused," she said, adding that the STAR staff tried to address the problems that afflicted students both in and out of school.

"The secret ingredient," she said, "is we're consistent: we hold them accountable, we make them responsible to themselves, their peers and the staff."

Sam Corsi, New York State's assistant commissioner for nonpublic schools, says that in his visits to the STAR room, he sees a substitute for the supplemental instruction that sometimes occurs at home. "It acts sort of like a family," he said. "I see them doing things in that room that my mother and father did with me with my homework."

Jerry Leeds, who with his wife, Lilo, founded the institute that finances STAR with the aid of grants from a number of Long Island companies, says he would like to see the STAR program reproduced elsewhere on a larger scale. But Professor Orr of Columbia says the characteristics that make a program like STAR successful often preclude more ambitious goals.

"These kinds of programs are hard to expand from these small numbers, and one factor is the cost," she said. Another limitation, she said, is that the programs "don't change anything else in the kid's educational experience, except to give them more help in coping with their problems."

Still, the students in STAR give it credit for showing them the value of education. "What I say," declared Kimberly Ferguson, 18, a senior, "is that STAR takes wilted flowers and blossoms them into roses."

By LINDA SASLOW

THE seventh graders in a classroom at Alberta B. Gray Schultz Middle School in Hempstead were eating lunch while working on other activities. Several students were doing their homework with a teacher. Another teacher was tutoring a small group of students for a test that afternoon. In the classroom next door about a dozen 12-year-olds were learning from a third teacher about nouns and adjectives.

The youngsters in the classrooms are among the 48 seventh graders in Comet, a new program for students who educators consider most at risk to fail in school.

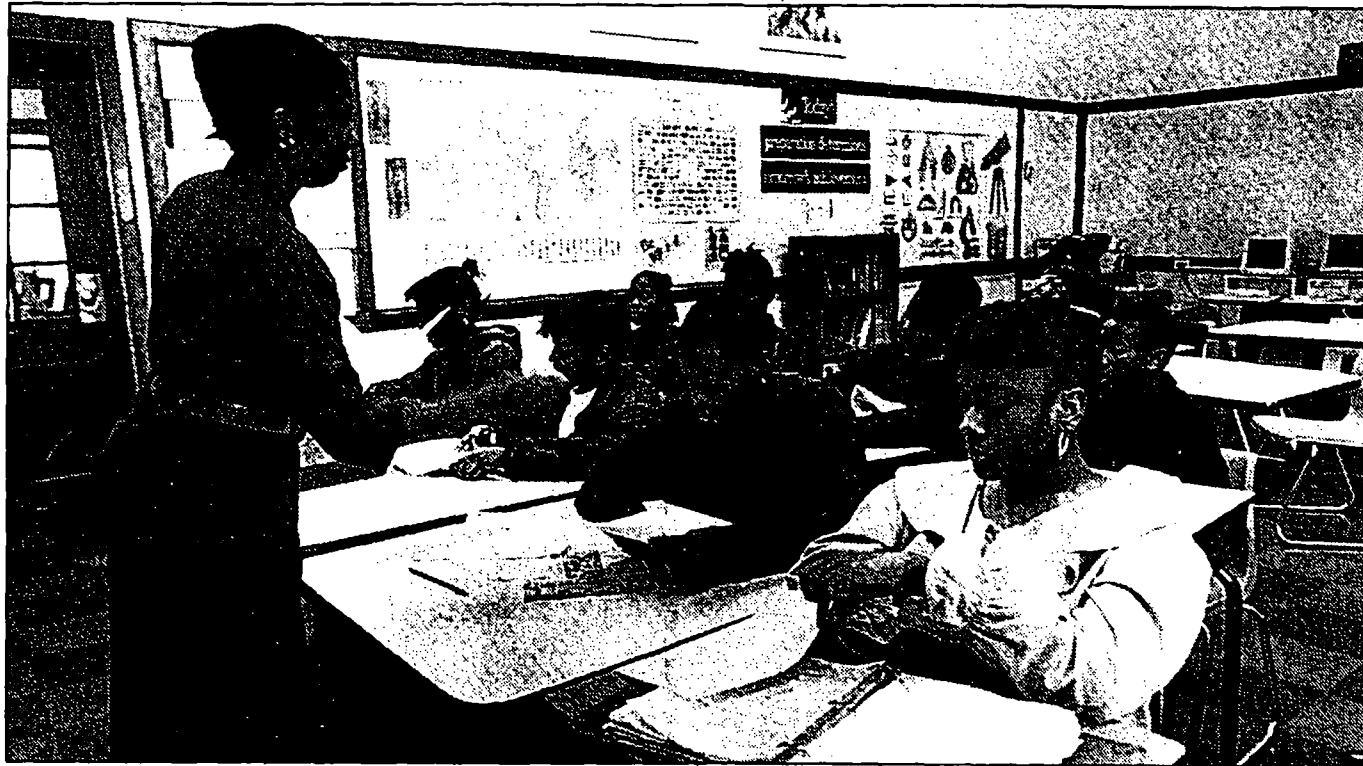
Comet, which stands for Children of Many Educational Talents, is a joint effort of the Hempstead School District and the Institute for Community Development. Gerard and Lilo Leeds founded the institute in 1989 to develop programs with school districts and community organizations for children considered at risk. Mr. and Mrs. Leeds are co-founders and co-chairmen of C.M.P. in Manhasset, a major publisher of computer and business magazines.

Comet was modeled after a high school program called Star, for Success Through Academic Readiness, the first school program by the institute. Star is in its fourth year at Roosevelt High School. Educators said Star and Comet were apparently the first comprehensive school-enrichment programs using school district and business collaborations on the island.

'New Breed of Kids'

The program director of the institute, Lavinia T. Dickerson, said such efforts were a new trend in education. Many low-income districts with minority groups have high dropout rates, Ms. Dickerson said, adding: "These youngsters have special needs in order to acquire quality education, the skills and confidence necessary to become educated, responsible and productive adults. We can't expect the schools to do it alone. It's a whole new world, and we're dealing with a new breed of kids. Education today must create a new framework on which to teach our children."

She said the goals of the programs were to help students stay in school and develop competency in academic and reasoning skills, self-confidence, positive values and a long-term perspective toward careers, higher education and economic independence. Both programs recruit students with poor attendance, low academic performance, behavioral or discipline problems, are older than their grade



Stephanie Morris, a teacher in the Comet program in Hempstead, working with students with problems.

levels or who have been referred for special problems.

Teachers and social workers employed by the institute work with students in classrooms at their schools and tutor, counsel and give computer training, workshops and discussion groups. In addition to attending regular classes the students have one period each day in Star or Comet and have to sign agreements that they are willing to spend the required hours before or after school and during lunchtime in supervised academic activities, remedial work, individual and group sessions and special projects. Star at Roosevelt requires two hours a day. Comet at Hempstead Middle calls for one and a half.

Parents are also required to make written commitments to attend workshops and support their children. Ms. Dickerson said that the academic coordinators employed by the institute were not the students' primary teachers, but that they enhanced and built on classroom instruction. "If these kids can go back into their classroom and ask questions they feel better about themselves," she said. "Then they can

become critical thinkers and will become better learners."

She added that as with many new programs there have been mixed reactions, including skepticism, among parents, students and teachers. "The first hurdle was to remove the myth for the kids that getting extra help means there's something wrong with them," she said.

In Hempstead, of the 90 seventh graders referred to Comet in the summer 48 joined.

Cathy Green, mother of a 12-year-old, Matthew, a student in Comet, said when she received a letter about the program she was reluctant to enroll her son. But after learning about it, she added, she became confident that it would provide an important opportunity for Matthew.

"After talking to the staff," Ms. Green said, "we both felt excited and ready to sign the contract. For Matthew it's been a good lesson in time management, as he's learning to fit in everything that he wants to do."

Students had positive responses. "My mother made me join," Andre Edwards said. "But now I don't mind spending the extra time, because my

grades have gone up."

"It was my idea to be in Comet," Jermain Kee said. "If I have a test or have to finish my homework I come in before school and get the help I need. It's definitely helping me."

"It was my mother's idea," Tamara Gatlin said. "But it's a good idea and it's helped me. So I'll stay in it next year."

Ms. Dickerson said that when she met the group of students before the school year they were undisciplined, and most would not look her in the eye or tell her their names. "Today," she said, "Just two months into the program, many of them stand in front of the room and recite poetry."

The School Superintendent in Hempstead, Dr. Eddy Bayardelle, said that the program addressed the importance of providing centralized services and meeting the holistic needs of the students.

"We can't expect parents to go to one place for remedial tutoring, another place for counseling," he said. "It's just not realistic."

He added that the district decided to focus on seventh graders instead of following the Star program for high

school students because of the importance of early intervention. "To be effective you've got to start early," Dr. Bayardelle said. "We tend to lose kids when they leave elementary school in sixth grade and come to the middle school. We hope that by intervening earlier we can make a difference."

Reactions from teachers at the two schools have varied, Ms. Dickerson said. "Many teachers feel that they should be getting the same kind of support that these programs are getting," Ms. Dickerson said. "And they're right. But teacher support for the programs has grown as they've seen the difference that they can make."

Dr. Bayardelle said resistance at the start of the school year had been expected because the program is new and different. "But," he added, "we're working through it."

Comet has a staff of four and will expand next year to six, to include eighth graders. Star has a staff of nine and an enrollment of 115 in the 9th through 12th grades.

Educators estimate Comet costs \$250,000 a year, financed by the insti-

tute, which receives money from private and corporate donors. The annual cost per student for Star and Comet is about \$5,000.

The cost for a student to repeat a grade is \$10,000, the annual cost for a special-education is \$20,000, and the loss of state aid for lost days is \$20 a student a day, Ms. Dickerson said.

Studies by the institute at Roosevelt show that Star has made a significant difference in keeping youngsters in school. In 1990, 50 incoming graders who were considered least likely by educators to complete high school were referred to Star. Twenty-five joined, and 25 did not.

Ms. Dickerson said that three years later none of the Star students had dropped out or were expelled. The students, now in the 12th grade, have an average grade point average of 80. Of the students who did not join two made it to the 12th grade, with an average of 63. Several students who did not join dropped out. Others repeated one or more grades, and several were expelled or jailed.

The Star program director, Todd Parrish, said the program had created a positive path for students. "They don't have to say that in order to fit in they have to be a bad guy," he said. "They can fit in with other kids doing their work without being called a nerd."

"I'm not saying that these kids never cut classes. But they realize what they're missing and that the work they missed may be on the next test or on the S.A.T.'s. They realize that by cutting they're missing out on more than they're gaining."

80% Planning to Go to College

Last year the program added a career and college component for 11th and 12th graders. The program provides college visits, preparation for the Scholastic Assessment Test, internships and vocational workshops. Mr. Parrish said that 80 percent of the current seniors in Star were planning to go to college after graduation and that the others would pursue vocational training or internship.

A junior in Star, Juan Nunez, said that when he started high school his average was 65. He ended his sophomore year with an 84. "This year," he added, "I hope it will be even higher, because I hope to go to college after I graduate."

Mr. Parrish said the program strived to provide successful experiences while building character and self-esteem, so that students can graduate and have an idea of what to do in the future. "We hope," he said, "that when these students become adults they can pass these values onto their own children."

Newsday

THE LONG ISLAND NEWSPAPER

FRIDAY, OCT. 15, 1993 • NASSAU / NORTH SHORE

LONG ISLAND

Promoting Confidence

Special school program aids students at risk

By Debby Wong

STAFF WRITER

For years, while Bouche Yelverton attended elementary school in Hempstead, teachers told his mother that he wasn't paying much attention in class; he was daydreaming for long periods of time, and he wasn't interested in the subject matter of their lectures.

There was concern expressed to his mother, Tracy Thigpen, that he might not even make it to high school.

Today there is hope for Bouche, now 12 and a seventh-grader at the Alberta B. Gray Schultz Middle School in Hempstead. He is one of 50 children chosen to participate in a new program in the Hempstead School District. The program, called COMET (Children of Many Educational Talents) is a school-based, academic enrichment and personal development program designed to help change the futures of young minority children in grades 7 and 8 who have certain risk factors, such as behavioral problems, low academic performance, poor attendance, discipline problems or family problems.

Initiated in May and sponsored by the Institute for Community Development (ICD), the COMET program goals are: to support students in remaining and completing middle school; develop competency in reading, writing, math and science; create a positive attitude toward school, values and self-esteem and, most of all, help the students make a smooth transition into high school.

It is modeled after the STAR (Success Through Academic Readiness) program in Roosevelt, which is in its fourth year at Roosevelt Jr.-Sr. High School.

At a ribbon-cutting ceremony yesterday to celebrate the announcement of \$1-million being spent on computer equipment and support for the COMET program by the ICD, Gerard and Lilo Leeds, the originators and sponsors of the Manhasset-based, not-for-profit organization, were on hand.

"Today is the day that makes all the hard work worthwhile," Gerard Leeds said. "If we all work with a common goal, we can really make things happen."

Lilo Leeds mentioned she and her husband were both immigrants who were fortunate to receive good educations and want to "afford these children the same good luck."

Teachers and principals of Hempstead elementary schools, along with Hempstead Middle School personnel, will be compiling a list each May of students entering the

seventh grade who exhibit one or more risk factors. Based on this list, COMET will recruit students by conducting home visits to provide an overview of the program. If a student elects to join the program and the parent consents, the student signs a letter of commitment to spend the next two years, seven hours a week, in supervised program activities.

Johnna Bell, 11, a COMET student for the past two months, is excited to be involved in the program. "They [the teachers] helped me with my homework, and since then I'm now getting good grades . . . they've taught me manners, too."

But little Bouche, whose favorite subject is now African studies, related his experience in COMET to that of Malcolm X. "He believed in himself," Bouche said, "and he could do anything he wanted to do."

'Today is the day that makes all the hard work worthwhile.'

— Gerard Leeds, program sponsor

DRAFT

for immediate release - planning desks

PRESIDENT'S DOMESTIC AFFAIRS ADVISOR TO TOUR LI EDUCATIONAL PROGRAMS THAT RESCUE STUDENTS IN DISADVANTAGED COMMUNITIES

On Monday, May 8th at 10:00 a.m., Carol Rasco, Assistant to the President for Domestic Policy, will visit the Alberta B. Gray Schultz Middle School, 70 Greenwich Street, Hempstead, where she ^{will see} ~~is expected to~~ ~~learn~~ how the Institute for Community Development's COMET/STAR Programs -- comprehensive holistic academic enrichment, counseling and personal development, public school-based programs -- are an effective national model for rescuing young people at risk in economically disadvantaged communities.

Ms. Rasco will meet with many of the 200 students enrolled in the programs at Schultz Middle School and Roosevelt Jr./Sr. High school -- created by the Long Island-based Institute for Community Development (ICD) -- and discover first hand how the participants developed a greater concept of self and a more positive attitude toward school, their families and community.

Given that Ms. Rasco supervises and coordinates the President's Domestic Policy Council and serves on the Department of Education's National Educational Goals Panel, her visit is expected to bring the Institute's strategy for helping young people across the country to the attention of national leaders.

On Monday, Ms. Rasco will also meet with Hempstead and Roosevelt School officials and, at a noon luncheon at the Garden City Hotel, with ICD board members, donors, supporters and Long Island business and civic leaders.

DRAFT

for immediate release - planning desks

PRESIDENT'S DOMESTIC AFFAIRS ADVISOR TO TOUR LI EDUCATIONAL PROGRAMS THAT RESCUE STUDENTS IN DISADVANTAGED COMMUNITIES

On Monday, May 8th at 10:00 a.m., Carol Rasco, Assistant to the President for Domestic Policy, will visit the Alberta B. Gray Schultz Middle School, 70 Greenwich Street, Hempstead, where she ~~is expected to~~ ^{will see} learn how the Institute for Community Development's COMET/STAR Programs -- comprehensive holistic academic enrichment, counseling and personal development, public school-based programs -- are an effective national model for rescuing young people at risk in economically disadvantaged communities.

Ms. Rasco will meet with many of the 200 students enrolled in the programs at Schultz Middle School and Roosevelt Jr./Sr. High school -- created by the Long Island-based Institute for Community Development (ICD) -- and discover first hand how the participants developed a greater concept of self and a more positive attitude toward school, their families and community.

Given that Ms. Rasco supervises and coordinates the President's Domestic Policy Council and serves on the Department of Education's National Educational Goals Panel, her visit is expected to bring the Institute's strategy for helping young people across the country to the attention of national leaders.

On Monday, Ms. Rasco will also meet with Hempstead and Roosevelt School officials and, at a noon luncheon at the Garden City Hotel, with ICD board members, donors, supporters and Long Island business and civic leaders.

DRAFT

for immediate release - planning desks

PRESIDENT'S DOMESTIC AFFAIRS ADVISOR TO TOUR LI EDUCATIONAL PROGRAMS THAT RESCUE STUDENTS IN DISADVANTAGED COMMUNITIES

On Monday, May 8th at 10:00 a.m., Carol Rasco, Assistant to the President for Domestic Policy, will visit the Alberta B. Gray Schultz Middle School, 70 Greenwich Street, Hempstead, where she ~~is expected to~~ ^{will see} ~~learn~~ how the Institute for Community Development's COMET/STAR Programs -- comprehensive holistic academic enrichment, counseling and personal development, public school-based programs -- are an effective national model for rescuing young people at risk in economically disadvantaged communities.

Ms. Rasco will meet with many of the 200 students enrolled in the programs at Schultz Middle School and Roosevelt Jr./Sr. High school -- created by the Long Island-based Institute for Community Development (ICD) -- and discover first hand how the participants developed a greater concept of self and a more positive attitude toward school, their families and community.

Given that Ms. Rasco supervises and coordinates the President's Domestic Policy Council and serves on the Department of Education's National Educational Goals Panel, her visit is expected to bring the Institute's strategy for helping young people across the country to the attention of national leaders.

On Monday, Ms. Rasco will also meet with Hempstead and Roosevelt School officials and, at a noon luncheon at the Garden City Hotel, with ICD board members, donors, supporters and Long Island business and civic leaders.

THE WHITE HOUSE
WASHINGTON

May 3, 1995

EVENT MEMORANDUM FOR CAROL RASCO

FROM: Mike Schmidt, Gaynor McCown

SUBJECT: May 8 Visit to the Institute for Community Development in New York

This memorandum summarizes the events planned for your trip to New York on Monday, May 8, to visit the Institute for Community Development (ICD). The Institute is a five-year-old non-profit organization based in Long Island, NY, that provides collaborative programs focused on the education of at-risk youth in public schools, primarily at the junior high and high school level (see Attachment 1 for background on the ICD). This trip encompasses five separate events, which are, in order:

1. A visit to the COMET (Children of Many Educational Talents) Program in the Hempstead School District;
2. A visit to the STAR (Success Through Academic Readiness) Program in the Roosevelt School District;
3. A Luncheon speech at the Garden City Hotel;
4. A visit to the CMP Publications Day Care Center; and
5. A visit to the Institute for Community Development to debrief with ICD's Co-Chairpersons and Co-Executive Directors;

All of these events are a part of the Institute for Community Development's Programs or related to their mission.

I. LOGISTICS

We have attached a rather detailed itinerary/schedule that covers all of the logistics of the trip (see Attachment 2). Some additional points:

- On Sunday afternoon/evening, a car service will pick you up at the Algonquin Hotel and take you to the Garden City Hotel in Long Island, where you will be staying on Sunday night.

- At 8:00 on Monday morning, you will be meeting informally in the Hotel Lobby for coffee with **Tom Downey, Gerald and Lilo Leeds (the Co-Founders of ICD), Patrick Halpin and Lavina Dickenson, (the Co-Executive Directors of ICD)**, and two or three members of the local Long Island and possibly NY City press (detailed in the Media section of this memo). This group will be your "**travelling party**" for the day and will accompany you throughout the day's events. Biographies of Gerald and Lilo Leeds, Patrick Halpin, and Lavina Dickenson are in Attachment 3.
- The Institute has arranged to have a van transport you and your "travelling party" mentioned above to each separate event. The Institute will also take you and Tom Downey back to the airport at approximately 2:30 to catch the shuttle back to DC.

II. EVENT SUMMARIES: BACKGROUND, PARTICIPANTS, AND FORMAT

This section gives a complete description of each separate event in order on the itinerary:

Event 1 -- The COMET Visit:

- **Site:** The Alverta B. Gray Schultz Middle School in Hempstead, N.Y.
- **Background:** At this site, you will be visiting on of ICD's newest programs -- the Children Of Many Educational Talents (COMET) Program -- started in 1993. The COMET program is a two-year collaborative, school-based, holistic, counseling and personal development program for students in seventh and eighth grades. The program is located on-site at the Alverta B. Gray Schultz Middle School in Hempstead, Long Island and in an intermediate school in Bedford Stuyvesant, Brooklyn. You will be visiting the Hempstead site. The COMET Program, which currently serves 100 youngsters, was designed to help at-risk adolescents develop a solid educational and social foundation by providing them with intensive ongoing academic and personal development services at a critical juncture in their lives. The anticipated outcome is that these students will remain in school and complete middle/jr. high- school on time and make a successful transition to high school. Although this program is fairly new, it is already showing promising results: all of the students in the initial 7th grade group have significantly improved their reading and math skills and were promoted to the 8th grade on time.
- **Participants:** You will be meeting with the Superintendent of the Hempstead School District, Dr. Nathaniel Clay, and several Board of Education Members. Board Members may include some or all of the following:
 - 1) Mr. Daniel Hester, President
 - 2) Mrs. Betty Cross, First Vice President
 - 3) Mrs. Mary Burns, Second Vice President
 - 4) Mr. Frank Ashby, Treasurer

5) Mrs. Susan Gordon-Rainy, Secretary

- **Format:** This event will begin at 8:50 a.m. by spending twenty minutes meeting Superintendent Clay and the Board Members listed above. You will then proceed directly to a 40 minute tour of the COMET site, where you will be able to meet and talk to a number of student-participants in the program. A short Press Briefing, which is currently scheduled (pending your approval) for 9:50 to 10:10 following this site visit, is detailed in the Media section of this memo.

Event 2 -- The STAR Visit

- **Site:** Roosevelt Junior/Senior High School in Roosevelt, NY
- **Background:** At Roosevelt, you will be visiting ICD's Success Through Academic Readiness (STAR) Program, started in 1990. STAR is an innovative, long-term school-based model program for at-risk students in Hempstead and Roosevelt, two of the lowest funded school districts in Nassau County. The Roosevelt STAR program is currently serving 120 students grades 9-12. Thirty students per year enter the program in the 9th grade, after being identified by the school as "high-risk." The program is designed to help students succeed not only in school, but also in society, through a regimen of intensive one-on-one work, tutoring, and counseling. The program is expensive -- costing the ICD \$5,000 per student on top of the normal \$9,000 spent per student in the district. However, even with this sizable contribution from ICD, the funding levels for STAR students (\$14,000 per year) does not reach the over \$16,000 per student spent in wealthy neighboring districts.

The STAR program's ultimate goal is for its students to enter post-secondary institutions of higher learning or career employment. In June of 1994, the first group of STAR students who entered the program in 9th grade graduated. In this graduating class of 29 students, 27 are now enrolled in college. In addition, all current STAR participants are reading at high-school level or better and have passed from grade to grade on time.

- **Participants:** You will be meeting with the Superintendent of the Roosevelt School District, Dr. Will Singleton, and several Roosevelt Board of Education Members. Board Members may include some or all of the following:
 - 1) Mr. Robert Summerville, President
 - 2) Ms. Seretta McKnight, Vice President
 - 3) Mr. Reginald Taylor, District Clerk
 - 4) Mr. Theodore Hatwood, Trustee
 - 5) Mr. Oliver Straker, Trustee

- **Format:** This event will begin at 10:20 a.m. by spending fifteen minutes meeting Superintendent Singleton and the Board Members listed above. You will then proceed directly to a 40 minute tour of the Roosevelt STAR site, where you will be able to meet with a number of student-participants in the STAR program.

Event 3 -- Luncheon Speech at the Garden City Hotel

- **Site:** The Garden City Hotel in *Garden* NY
- **Background/Format:** The luncheon will take place from Noon to 1:15 p.m., with lunch being served first, and your remarks beginning at 12:45. There will be approximately 100 invited guests (see attached invitee list). The guests, who are all active with ICD and have contributed \$500 or more to ICD over the past year, will include Educators, School Superintendents, and Corporate and Civic Leaders. These guests are also evenly split between Republicans and Democrats (the county is heavily Republican), and ICD has requested that your remarks be as non-partisan as possible, sticking to the Administration's initiatives in the education area. Your remarks will be brief -- 10-15 minutes -- with a 15 minute question and answer period directly following. You have the choice of either speaking from a podium, or speaking standing at your seat -- the crowd and room are apparently small enough for you to be more informal if you wish. At 1:15, you will leave to travel to the next event.
- **Participants:** See attached invitee list. At your table, you will be sitting with the members of your "travelling party."

Event 4 -- Visit to the CMP Publications Child Care Center

- **Site:** CMP Publications, in Manhasset, NY
- **Background:** CMP Publications is closely associated with the ICD -- Gerald and Lilo Leeds, the Co-Founders of ICD, are also the Co-Chairs of CMP Publications. ICD is also located in the same building as CMP. CMP Publications was founded in 1971 with two overriding objectives in mind: to create a growing, innovative publishing company that produces high-quality business publications; and to provide a challenging environment which offers challenging opportunities for personal and professional growth. The Child Care Center at CMP is an important factor in CMP's success in achieving both of these objectives. The Child Care Center's purpose is to provide employees with on-site care for their children in a nurturing, developmentally appropriate environment. The Center is the first licensed, on-site corporate child care center on Long Island. The center provides all-day care for infants and toddlers, and active after school programs for older children (and day care for older children on days when schools are closed).

- **Participants:** Child Care Center Director Ann Erles will meet you at the Center and give you the tour.
- **Format:** You will arrive at 1:35 p.m. and begin touring the Child Care Center with your "travelling party" for approximately 20 minutes. No special format during this event.

Event 5 -- Visit and Debriefing at the Institute for Community Development

- **Site:** The ICD is in the same building as the CMP Child Care Center.
- **Background:** This event will give you a chance to meet and talk at some length with the founders of ICD, Gerald and Lilo Leeds, as well as the Co-Executive Directors Patrick Halpin and Lavina Dickenson. Biographies on each of these people are attached.
- **Participants:** Participants will be your "travelling party":
 - 1) Gerald Leeds, Co-founder of ICD Co-Chair of CMP Publications, Inc.
 - 2) Lilo Leeds, Co-founder of ICD Co-Chair of CMP Publications, Inc.
 - 3) Patrick Halpin, Co-Executive Director of ICD
 - 4) Lavina Dickenson, Co-Executive Director of ICD
 - 5) Tom Downey

The press members of your "travelling party" will not attend this portion of the day.

- **Format:** This session will be an informal debriefing session on the events of the day beginning at 2:00 p.m. It will last approximately 30 minutes, after which you will be taken to the Airport to catch the 3:30 Delta Shuttle.

III. MEDIA

- **General:** During the day, two to three reporters will be travelling along with your party to each separate event. At this time, we know that one of those reporters will be Carol Richards, Deputy Editor of the Long Island Newsday Editorial Board. Carol is an expert on Education issues, and is a good friend of ICD Co-Executive Director Patrick Halpin. There may also be a columnist from Newsday and possibly a reporter from the NY Times as a part of your "travelling party" during the day. Patrick Halpin used to work for Newsday before coming to ICD, and he promises that any media present will be "friendly" to ICD and what it is trying to do. His plan is to showcase these programs to the press at the same time he is showcasing them to you and Tom,

and he promises as an old reporter to only invite "friends" and friendly press along during the day.

- **Press Briefing:** The Press Briefing will take place from 9:50 to 10:10 a.m. following your first event of the day -- the visit to the Hempstead COMET Program. It will take place in the cafeteria of the COMET event site -- the Alverta B. Gray Schultz Middle School. The session will be informal -- you will be given an opportunity to make brief statement about your impressions on what you've seen so far, and then it will be opened up to questions. Tom Downey and the members of your travelling party will be with you at this briefing, and Pat Halpin is confident that Tom will likely get a few questions given that he is a local "favorite son." The media in attendance will be mostly local, with reporters from Long Island Newsday and the local Long Island TV Channel 12 News as the only press members that are confirmed at this point. It is unclear whether any New York City press will attend.
- **Luncheon Speech:** There will be no formal press availability/briefing at this event or after your remarks. However, the audience for the event will include a select number of columnists and editorialists ("Opinion Leaders") from the local press.

IV OTHER

See list of Attachments (below).

- | | |
|--------------|---|
| Attachments: | <ol style="list-style-type: none">1) ICD Background and Mission Statement2) Itinerary for the Day3) Bios on Gerald Leeds, Lilo Leeds, Patrick Halpin, and Lavina Dickenson4) Luncheon Invitee List5) A first Draft of your Luncheon Remarks6) Education Talking Points for Luncheon Q&As7) Press Stories on the STAR and COMET Programs |
|--------------|---|

The Institute for Community Development

600 Community Drive, Manhasset, New York 11030 (516) 562-5440/5441

The Institute For Community Development

To: Carol Rasco, Assistant to the President for Domestic Affairs
From: Patrick G. Halpin, Co-Executive Director
Date: May 3, 1995
Subject: ICD Visit on May 8, 1995 - Proposed Schedule

8:00 a.m. Breakfast meeting at The Garden City Hotel

8:35 - 8:50 a.m. - Travel to Alverta B. Gray Schultz Middle School

70 Greenwich Street

Hempstead, NY 11550

Tel: (516) 292-7102

8:50 a.m. 9:10 a.m.- Meet with the Superintendent of Hempstead School District, Dr. Nathaniel Clay and Board of Education members.

The following members of the Board of Education may be present:

- | | |
|--|--|
| 1) Mr. Daniel Hester, President | 4) Mr. Frank Ashby, Treasurer |
| 2) Mrs. Betty Cross, First Vice President | 5) Mrs. Susan Gordon- Rainy, Secretary |
| 3) Mrs. Mary Burns - Second Vice President | |

9:10 - 9:50 a.m.- Hempstead COMET (Children Of Many Educational Talents) Program.

Hempstead COMET Program Director: Deborah Morton

The *COMET* program serves 100 at risk youngsters in the Alverta B. Gray Schultz Middle School. *COMET* is a two year comprehensive, holistic academic enrichment, counseling and personal development support program for at risk 7th and 8th grade middle/jr. high school students. The anticipated outcome is that these students will remain in school and complete middle/jr. high school on time, make a successful transition to high school, develop a greater sense of self and a more positive attitude toward school, peers, teachers, family, and community.

9:50- 10:10 a.m. Press Briefing. Local and regional press will be present.

ICD Visit on May 8, 1995 - Proposed Schedule 05/03/95

Page 2

10:10 - 10:20 a.m. - Travel to Roosevelt Junior/Senior High School. Located at:

Roosevelt Junior/Senior High School

One Wagner Avenue

Roosevelt, NY 11575

Tel: (516) 867-8603

10:30 a.m. - 10:45 a.m. meet with Superintendent of Roosevelt School District, Dr. Will Singleton and Board of Education members.

The following members of the Board of Education may be present:

- 1) Mr. Robert Summerville, President
- 2) Ms. Seretta McKnight, Vice President
- 3) Mr. Reginald Taylor, District Clerk
- 4) Mr. Theodore Hatwood, Trustee
- 5) Mr. Oliver Straker, Trustee

10:50 a.m. - 11:30 a.m. at the Roosevelt STAR (Success Through Academic Readiness) Program (Same Building as the Superintendent's Office)

Roosevelt Star Program Director : Todd Parrish

The Roosevelt STAR program is an intensive four year high school program for approximately 120 at risk students grades 9-12. Thirty students enter the program in 9th grade each year. The program is designed to help students succeed in our society, and become educated and economically independent adults. The program strengthens the educational and social growth of at risk youngsters in high school with the goal of students entering post secondary institutions of higher learning or career employment.

In June of 1994 the first group of young people, who joined the program in the ninth grade graduated. In the first graduating class of 29 students, 27 are now enrolled in college. As a result of STAR, all participants are reading at a high school level or better, they have passed from grade to grade on time and are now on a track towards college and/or career/vocation. The second class is expected to graduate in June of 1995 with similar results.

ICD Visit on May 8, 1995 - Proposed Schedule 05/03/95

Page 3

11:50 a.m. - 12:00 p.m. - Travel to luncheon at The Garden City Hotel.

12:00 p.m. - 1:15 p.m. - Luncheon at The Garden City Hotel

12:45 p.m. - remarks - 10-15 minutes about President Clinton's Education and Domestic Policy Initiatives with questions and answers.

1:15 - 1:35 p.m.: Travel to CMP Publications, located at:

600 Community Drive

Manhasset, NY 11030

1:35 p.m. - Arrive at CMP Publications Day Care (Located in the same building as CMP Publications)

The purpose of the CMP Child Care Center is to provide our parent-employees with on-site care for their children in a nurturing, developmentally appropriate environment. The CMP Child Care Center is the first licensed, on-site corporate child care center on Long Island. The Day Care provides all-year, full-day care for infants, toddlers and pre-school age children. For the older children, CMP has an active after-school program, and full-day care for those days when CMP is open but schools are closed.

2:00 p.m. - Visit The Institute For Community Development (Located in the same building as CMP Publications)

This will be a debriefing with Gerard Leeds and Lilo Leeds, Co-Chairpersons, Lavinia Dickerson and Patrick G. Halpin, Co-Executive Directors.

2:15 p.m. - Depart to LaGuardia airport for Delta Shuttle.

3:30 p.m. - Flight departs on the Delta Shuttle.

ATTACHMENT 1:
INSTITUTE FOR COMMUNITY DEVELOPMENT (ICD) MISSION STATEMENT
AND BACKGROUND INFORMATION

Mission Statement

Our mission is to improve
the quality of education for
children and youth at risk so that
they can succeed in our society.

To accomplish our mission the Institute focuses
on four strategies:

- 1. Develop, operate and support innovative, effective, replicable programs in collaboration with schools and communities.*
- 2. Assist schools in making these programs an integral part of their curriculum.*
- 3. Provide training and technical assistance to create similar programs in other schools and communities.*
- 4. Create public awareness and advocate public policies which will ensure quality education for all children.*

ABOUT THE INSTITUTE FOR COMMUNITY DEVELOPMENT

The Institute for Community Development is committed to helping assure that children and youth at risk of failure, from minority and impoverished communities, acquire the quality education, skills, and confidence necessary to become educated, responsible, and productive adults. The mission of the Institute for Community Development is to improve the quality of education for children and youth at risk so that they can succeed in our society.

To accomplish our mission the Institute focuses on four strategies: 1) Develop, operate and support innovative, effective, replicable programs in collaboration with schools and communities. 2) Assist schools in making these programs an integral part of their curriculum. 3) Provide training and technical assistance to create similar programs in other schools and communities. 4) Create public awareness and advocate public policies which will ensure quality education for all children.

The Institute was founded in 1989 by Gerard and Lilo Leeds, who are its co-chairpersons. The Leeds are also co-founders and co-chairpersons of CMP Publications, Inc., a worldwide publisher of business to business publications with over 1,200 employees and sales in excess of \$300 million a year. In 1988, when the Leeds shifted the management of CMP to their next generation (Michael S. Leeds is president and chief executive officer; Daniel H. Leeds, living in Paris, is corporate vice president and responsible for international operations), the Leeds decided to focus their energies on giving back to the community some of the success that they had been able to achieve for themselves and the company.

They founded the Institute for Community Development when they recognized that a quality education would be the single most important factor in helping children and youth at risk of failure to succeed against the odds -- to become economically self-sufficient and prevail in creating successful lives for themselves, their families and their communities.

The Institute is governed by an active Board of Directors representative of community, business, education, human rights and minority interests. A broadly based Advisory Board of twenty has also been created to call upon for technical expertise in the accomplishment of the organization's work. The Institute's operations are under the direction of Lavinia T. Dickerson and Patrick G. Halpin, Co-Executive Directors.

Its Current Programs

The Institute's programs include both those that are Institute-operated and those that receive Institute support and technical assistance:

Institute-Operated Programs

* Roosevelt STAR, *Success Through Academic Readiness*, the Institute's flagship program, was developed in collaboration with the Roosevelt School District. It is located on-site at the Roosevelt Jr./Sr. High School in Roosevelt, Long Island, one of the lowest-funded schools in the areas. STAR is an all-encompassing school-based support system which provides educational and counseling services leading to academic excellence, enhanced self-esteem, self-determination, and strength of character. The program, now in its fifth year, will have over 100 participants by next semester, 25 in each high school grade. STAR is designed as a fully documented model program, and is being considered for replication and adaptation for other communities and schools with similar at-risk populations.

* COMET, *Children of Many Educational Talents*, is a collaborative, school-based, middle school enrichment program (grades 7 & 8) developed by the Institute for Community Development with the Hempstead School District. COMET is designed to give young adolescents, on the threshold of making choices that will affect the rest of their lives, a foundation to develop into critically thinking, productive, healthy, reasonable, caring adults with a strong sense of community, character and self. The program provides a caring, nurturing environment that looks at the uniqueness of each student and addresses the learning styles of each.

* Hempstead STAR - launched in August 1994 is a replication of the STAR model developed and currently in its fifth year of operation at Roosevelt Junior - Senior High School. There are 25 students in the first class of ninth graders at Hempstead STAR.

Institute-Supported Programs

* FREEPORT FAMILY LITERACY receives funding support from the Institute. Using specialized teachers and computers, young single parents learn to read and write, to obtain a GED, while they develop parenting skills through learning, reading and playing with their pre-school children.

*WRITING TO READ laboratories for kindergarten and first grade children have been established in seven low-income area schools in Hempstead, Roosevelt and Westbury with the total support of the Institute. WRITING TO READ is a computer-based reading and writing program giving young children a solid foundation in reading and writing skills.

*SHINNECOCK AFTER SCHOOL PROGRAM receives funds from the Institute to run its computer lab for grades 4-8.

The Institute also provides occasional, special support to innovative community-based organizations for educational and cultural programs focusing on youth "at-risk". Examples are:

- 1) The annual College Fair co-sponsored by the Institute and The Roslyn Savings Bank for high school students.
- 2) The annual Career Fair sponsored by the Institute for high school freshmen, sophomores, juniors and seniors interested in obtaining information about a particular career.
- 3) Annual African American Heritage Month events.
- 4) Friends of the Arts - ART REACH Program to expose young people to culture and arts. The Institute has helped sponsor the following ART REACH events: Jazz w/Wynton Marsalis, Dance Theater of Harlem, Talking Drums and Bobby Sanabaria Jazz Explosion.

September 8, 1994

ATTACHMENT 2:
PROPOSED ITINERARY FOR INSTITUTE FOR COMMUNITY DEVELOPMENT
VISIT ON MAY 8, 1995

The Institute for Community Development

600 Community Drive, Manhasset, New York 11030 (516) 562-5440/5441

The Institute For Community Development

To: Carol Rasco, Assistant to the President for Domestic Affairs
From: Patrick G. Halpin, Co-Executive Director
Date: May 3, 1995
Subject: ICD Visit on May 8, 1995 - Proposed Schedule

8:00 a.m. Breakfast meeting at The Garden City Hotel

8:35 - 8:50 a.m. - Travel to Alverta B. Gray Schultz Middle School

70 Greenwich Street

Hempstead, NY 11550

Tel: (516) 292-7102

8:50 a.m. 9:10 a.m.- Meet with the Superintendent of Hempstead School District, Dr. Nathaniel Clay and Board of Education members.

The following members of the Board of Education may be present:

- | | |
|--|--|
| 1) Mr. Daniel Hester, President | 4) Mr. Frank Ashby, Treasurer |
| 2) Mrs. Betty Cross, First Vice President | 5) Mrs. Susan Gordon- Rainy, Secretary |
| 3) Mrs. Mary Burns - Second Vice President | |

9:10 - 9:50 a.m.- Hempstead COMET (Children Of Many Educational Talents) Program.

Hempstead COMET Program Director: Deborah Morton

The COMET program serves 100 at risk youngsters in the Alverta B. Gray Schultz Middle School. COMET is a two year comprehensive, holistic academic enrichment, counseling and personal development support program for at risk 7th and 8th grade middle/jr. high school students. The anticipated outcome is that these students will remain in school and complete middle/jr. high school on time, make a successful transition to high school, develop a greater sense of self and a more positive attitude toward school, peers, teachers, family, and community.

9:50- 10:10 a.m. Press Briefing. Local and regional press will be present.

ICD Visit on May 8, 1995 - Proposed Schedule 05/03/95

Page 2

10:10 - 10:20 a.m. - Travel to Roosevelt Junior/Senior High School. Located at:

Roosevelt Junior/Senior High School

One Wagner Avenue

Roosevelt, NY 11575

Tel: (516) 867-8603

10:30 a.m. - 10:45 a.m. meet with Superintendent of Roosevelt School District, Dr. Will Singleton and Board of Education members.

The following members of the Board of Education may be present:

- | | |
|--|---|
| 1) Mr. Robert Summerville, President | 4) Mr. Theodore Hatwood, Trustee |
| 2) Ms. Seretta McKnight, Vice President | 5) Mr. Oliver Straker, Trustee |
| 3) Mr. Reginald Taylor, District Clerk | |

10:50 a.m. - 11:30 a.m. at the Roosevelt *STAR* (Success Through Academic Readiness) Program (Same Building as the Superintendent's Office)

Roosevelt Star Program Director : Todd Parrish

The Roosevelt *STAR* program is an intensive four year high school program for approximately 120 at risk students grades 9-12. Thirty students enter the program in 9th grade each year. The program is designed to help students succeed in our society, and become educated and economically independent adults. The program strengthens the educational and social growth of at risk youngsters in high school with the goal of students entering post secondary institutions of higher learning or career employment.

In June of 1994 the first group of young people, who joined the program in the ninth grade graduated. In the first graduating class of 29 students, 27 are now enrolled in college. As a result of *STAR*, all participants are reading at a high school level or better, they have passed from grade to grade on time and are now on a track towards college and/or career/vocation. The second class is expected to graduate in June of 1995 with similar results.

ICD Visit on May 8, 1995 - Proposed Schedule 05/03/95

Page 3

11:50 a.m. - 12:00 p.m. - Travel to luncheon at The Garden City Hotel.

12:00 p.m. - 1:15 p.m. - Luncheon at The Garden City Hotel

12:45 p.m. - remarks - 10-15 minutes about President Clinton's Education and Domestic Policy Initiatives with questions and answers.

1:15 - 1:35 p.m.: Travel to CMP Publications, located at:

600 Community Drive

Manhasset, NY 11030

1:35 p.m. - Arrive at CMP Publications Day Care (Located in the same building as CMP Publications)

The purpose of the CMP Child Care Center is to provide our parent-employees with on-site care for their children in a nurturing, developmentally appropriate environment. The CMP Child Care Center is the first licensed, on-site corporate child care center on Long Island. The Day Care provides all-year, full-day care for infants, toddlers and pre-school age children. For the older children, CMP has an active after-school program, and full-day care for those days when CMP is open but schools are closed.

2:00 p.m. - Visit The Institute For Community Development (Located in the same building as CMP Publications)

This will be a debriefing with Gerard Leeds and Lilo Leeds, Co-Chairpersons, Lavinia Dickerson and Patrick G. Halpin, Co-Executive Directors.

2:30 p.m. - Depart to LaGuardia airport for Delta Shuttle.

3:30 p.m. - Flight departs on the Delta Shuttle.

ATTACHMENT 3:
BIOGRAPHIES ON GERALD LEEDS, LILO LEEDS, PATRICK HALPIN, AND
LAVINA DICKENSON

GERARD G. LEEDS

Gerard Leeds has had a life long commitment to education advancement. He is Co-Founder and Co-Chairperson of the Institute for Community Development, as well as Co-Founder and Co-Chairperson of CMP Publications. The Manhasset based Institute for Community Development was launched by him and his wife in 1989.

The Institute's mission is *"to improve the quality of education for children and youth at risk, so that they can succeed in our society."* The Institute's programs are focused on children and youth most at risk and are now daily affecting the lives of over 1200 children. The programs are school-based, comprehensive, long term programs of academic enrichment, personal development and counseling leading to academic excellence, enhanced self-esteem, self determination and strength of character.

Gerard and Lilo Leeds are also Co-Founders and Co-Chairpersons of CMP Publications, a leading publisher of business newspapers, magazines, and information services specializing in high technology. The company has annual sales of \$250 million and more than 1,200 employees worldwide.

The Leeds, both immigrants to this country, launched the Institute as a way to return to society some of the business and personal success that America has allowed them to achieve.

Innovative leadership and dedication to community service are also a part of their successful company. CMP has a major on-site day care and infant care center for its employees, an active foundation and an employee action committee committed to community development programs.

Prior to establishing CMP Publications, Gerard Leeds founded several electronics companies, including ILC Data Device Corporation, a leading Long Island electronics manufacturer.

Gerard and Lilo Leeds received the *Nassau County Industrial Development Agency's Business Developer Award*, were named as *Socially Responsible Entrepreneurs of the Year*, and were recognized as *Honorary Citizens of Roosevelt, L.I.* for their work with the Institute for Community Development.

Leeds holds a BS from Adelphi University and a MA from the State University of New York at Stony Brook. He has taught business management at Hofstra University and at Long Island University. He developed and implemented an entrepreneurial development program for women and minorities at the State University of New York at Old Westbury and he is also writing a book on entrepreneurial business management.

Lilo Leeds

Lilo J. Leeds created the first on-site Day Care and Infant Care Center on Long Island at CMP Publications. She also started an After School on-site Center and a Summer Day Camp for CMP employee' school age children.

Lilo Leeds is co-founder and co-chairperson of the Institute for Community Development, a nonprofit organization committed to economic and social change in disadvantaged communities through education and youth programs. She and her husband, Gerard, created the Manhasset-based Institute in 1989.

Corporate entrepreneurs, Lilo Leeds and her husband, Gerard, co-founded and co-chair CMP Publications, a leading publisher of business newspapers, magazines, and information services specializing in high technology. The company has annual sales of \$200 million and more than 1200 employees worldwide.

Lilo Leeds was a member of Governor Cuomo's Advisory Committee on Child Care. She is a member of the Child Care Council of Nassau County, the Nassau County Day Task Force, The Great Neck/Manhasset Community Child Care Partnership, the Corporate Initiative for Child/Elder Care on Long Island, and serves on the Advisory Board of the Arnold and Joan Saltzman/Hofstra Child Care Center.

Lilo Leeds serves as an Associate Trustee of North Shore University Hospital and on the Boards of North Shore Child & Family Guidance and Friends of the Arts.

Lilo Leeds was an honoree of Women on the Job, was named "Woman of the Year" by the Long Island Association, was an honoree of the National Organization of Women and received the Barbara Kramer Memorial Award from the Port Washington Children's Center. Mr. and Mrs. Leeds were recognized as Honorary Citizens of Roosevelt for their work with the STAR program for the Roosevelt High School and Writing to Read Program for kindergarten and first grade.

Mrs. Leeds holds a B.S. in Mathematics from Queens College and an M.A. from SUNY at Stony Brook.

Mrs. Leeds is a long-time resident of Long Island and has five grown children.

Patrick G. Halpin Co-Executive Director

Patrick G. Halpin, an innovative chief executive, recently joined the Institute for Community Development as the co-executive director, responsible for public policy, government relations, and resource development. He brings to the Institute 20 years of experience in public service. As a chief executive and legislator, Mr. Halpin demonstrates a proven ability to balance competing interests and negotiate agreements.

Mr. Halpin began his career in public service in 1975 as Legislative Assistant to the former Congressman Thomas J. Downey, drafting legislation, and representing the Congressman in the community. From 1976 to 1978, he oversaw the daily administration of various town departments and programs as Assistant Town Supervisor of the Town of Babylon. In 1978 he became Legislative Aide to New York State Assembly Speaker Stanley Fink.

Mr. Halpin's career as an elected public official began in 1979 when he was elected at the age of 26 to the Suffolk County Legislature representing the 13th Legislative District. In a special election in 1982, he was elected to the New York State Assembly's 11th District in southwest Suffolk County. He served three terms. During his tenure, he chaired the Standing Committee on Ethics, Subcommittee on the Long Island Economy, and the Subcommittee on Long Island Marine Resources.

In 1988, Patrick Halpin was elected the 5th Suffolk County Executive. Suffolk County is the largest suburban county in New York State and the fifteenth largest county in the nation. As County Executive, Mr. Halpin was responsible for annual budgets of \$1.4 billion and proved his ability to manage within a complex and highly visible environment. Some of his outstanding accomplishments included:

- Established the Department of Alcohol and Substance Abuse Services, resulting in the major expansion of in-patient, out-patient and prevention/intervention services
- Over 400 new substance and alcohol abuse treatment beds were created
- Developed the largest DARE program in suburban United States
- Special substance and alcohol abuse interventions were launched targeting homeless adult males, women with children and teenagers
- Created Department of Economic Development
- Built more than 500 affordable housing units for the elderly, young families and the homeless
- Developed a partnership with HELP, Inc., a private agency, that resulted in a 75 unit transitional housing programs for homeless families
- Launched creative management programs which deployed skilled personnel to resolve short-term problems through ad hoc Project Management Teams
- Closed an inherited \$125 million deficit in first budget; balanced all subsequent annual budgets

- Restructured the county workforce, resulting in annual savings of over \$40 million
- Directed successful negotiations with employee unions
- Innovated programs in the Police Department to enhance community-based policing services
- Instituted over 60 cost containment programs in the Department of Social Services
- Instituted a comprehensive anti-family violence program, bringing together law enforcement professional, health and mental professionals, educators and advocates
- Developed and implemented \$100 million Clean Drinking Water Protection Program

Mr. Halpin holds a Bachelor of Arts degree from Old Dominion University in Virginia. He attended Harvard University's John F. Kennedy School of Government's Orientation for Newly Elected Mayors and County Executives.

He is the recipient of several awards including the Presidents Award of The Nature Conservancy, American Farmland Trust Award, Osprey Award from the Group for America's South Fork, as well as the Friend of Children Award presented by the Suffolk Pediatric Society. As one of Long Island's leading citizens, Mr. Halpin was inducted into The Long Island Hall of Fame in 1990.

Mr. Halpin is a member of the Touro Law School Advisory Board, Long Island Housing Partnership Board of Directors, Community Program Services Board of Directors, and the HELP Advisory Board.

Lavinia T. Dickerson

Lavinia T. Dickerson is an educator and counselor with over twenty years of experience working with children, youth and families in low-income communities. In 1990, she joined the Institute for Community Development, a Manhasset-based nonprofit organization that creates and supports innovative programs to help at-risk young people in disadvantaged minority communities, as the organization's Director of Programs.

Prior to joining the Institute, Ms. Dickerson supervised the Operation Success Program at Brooklyn's Prospect Heights High School. Operation Success is a school-based dropout prevention and counseling program of the Federation Employment and Guidance Service of New York City.

Ms. Dickerson also served as the Coordinator of Career Education for the New York City School Volunteer Program. This special initiative of the New York City Board of Education was located at Park West High School in Manhattan and was one of the first school-based programs to utilize the concept of peer education.

As Program Director for the Urban League of Philadelphia, Ms. Dickerson designed the Career Development and Employment Training Program there.

Ms. Dickerson's teaching career began while she was still an undergraduate at the University of Pennsylvania, when she returned to her alma mater, Germantown High School, as a substitute teacher. Later, in Oakland, California, she taught at the Bay Area Urban League's East Oakland Street Academy, an alternative school for potential high school dropouts.

Her teaching and counseling experience also includes positions held as an Adult Basic Education and G.E.D Instructor, and an Upward Bound Instructor before becoming a researcher at the University of California, Berkeley. At Berkeley, she was a Teaching Assistant, and in the summer taught writing.

A published author, whose works have appeared in both academic and literary journals, Ms. Dickerson also directed the San Francisco Children's Workshop in the Western Division of that city.

Ms. Dickerson holds an undergraduate degree from the University of Pennsylvania and a graduate degree in clinical school psychology from the University of California, Berkeley.

Her honors include a University of California, Berkeley, Graduate Fellowship and the University of Pennsylvania Humanitarian Award.

January, 1993

####

ATTACHMENT 4:
MOST UP-TO-DATE ATTENDANCE LIST FOR LUNCHEON EVENT

Partial Attendance List as of April 27, 1995

Adams, Eugene	ICD Assistant Director
Adams, Harold	ICD Board*
Ammerman, Judith	ICD Supporter
Anderson, A. Terry	N.C.I.D.A
Ashby, Frank	Hempstead School District Board Member
Ballweg, Sally	Chemical Bank
Barnett, Shelly	Marks, Shron & Co.
Bernstein, Gene	Northville Industries/ICD Advisory Board
Blackwell, S. Eric	Brooklyn School District Board Member
Blankman, Howard	Howard Blankman, Inc.
Brown, Diane	Hempstead School District Board Member
Brown, Rodney	Hempstead STAR Program Director
Burns, Mary	Hempstead School District Board Member
Burt, Charise	ICD Administrator
Burton, Jerrylyn	Brooklyn School District Member
Clay, Nathaniel	Superintendent, Hempstead School District
Cross, Betty	Hempstead School District Board Member
Cruso, Patricia	Stony Brook Foundation
Curry, Tyree	Principal, Alverta B. Gray Schultz Middle School
Cushing, Barbara	NorthFork Bank
Davis, Naomi	ICD Administrator
Dickerson, Lavinia	ICD Co-Executive Director
Douzinias, Nancy	Rauch Foundation
Downey, Thomas	Downey Chandler, Inc.
Drone, Dr. Janell	Assistant Superintendent, Roosevelt School District
Edwards, Barbara	Associated Black Charities, ICD Board*
Fisher, Curtis	Hempstead School District
Fishman, Anita	ICD Director of Fund Development
Forrest, Clifford	Brooklyn COMET Program Director
Frazier, William	Brooklyn School District Board Member
Gaines, Sylvia	Int'l Child Creative Educ. Ctr.
Gavigan, Carolee	NatWest Bank
Gittelsohn, Joan	Joan Gittelsohn Consultants
Gordon-Rainy, Susan	Hempstead School District Board Member
Graham, Martha	Chemical Bank
Guarino, Justine	ICD Administrator
Hagedorn, Horace	Chief Executive Officer, Stern's Miracle Gro Products, ICD Board*
Halpin, Patrick	ICD Co-Executive Director
Hatwood, Theodore	Roosevelt School District Board Member
Heineman, Harry	Dean, LaGuardia College, ICD Board*
Hester, Daniel	Hempstead School District Board Member

Partial Attendance List as of April 27,1995

Hill Slater, Phyllis
Holley, Henry

Hyman, Billie
Jones, Mildred
Jones, Wanda
Kass, Donna
Kass, Bernard
Kettries, Ronald

Kinard, Sylvia Gail
Kirkland, Iris
Klein, Irving

Koeppel, Adolph
Krasnoff, Abraham

Leahy, Christine
Leahy, John

Lee, Jane
Leeds, Lilo

Leeds, Gerard

Lyde, Harry
Macedonio, Karen
Mallouk, Anne
Mallouk, George
Marafioti, Robert

May, Abraham
McKnight, Seretta
Morton, Deborah
Mullarkey, Catherine
Murcott, Charles
Murcott, Constance
Newburger, May

O'Hearn, Brad
Ortega, Joseph

Owens, Chris
Pagan, Eveny
Parrish, Todd

Hill Slater Inc., ICD Board*
Hempstead Transportation, ICD Advisory Board
The Ben's Foundation
U.S.I, ICD Board*
ICD Administrator
ICD Supporter
ICD Supporter
Vice President, Johnson & Higgins/ ICD Board*
Brooklyn School District Board Member
First Bank of Americas
Vice President, Klein/Kaufman Managemant
Counselor at Law
Chairman Ameritus of the Pall Corporation, ICD Board*
Racklin Enterprises
Senior Vice President, Chase Manhattan Bank/ ICD Board*
Shawmut Bank
Co-Chairperson, ICD Board*/CMP Publications
Co-Chairperson, ICD Board*/CMP Publications
Brooklyn School District Board Member
Chemical Bank
ICD Supporter
ICD Supporter
General Counsel, CMP Publications/ICD Board*
Brooklyn School District Board Member
Roosevelt School District Board Member
Hempstead COMET Program Director
European American Bank
Former Chairman of LUMEX
ICD Supporter
Supervisor, Town Hall, ICD Advisory Board
Brad O'Hearn & Associates
Rivkin, Radler & Kramer, ICD Advisory Board
Brooklyn School District Board Member
ICD Administrator
Roosevelt STAR Program Director

Partial Attendance List as of April 27, 1995

Pinckney, Robert	Superintendent, Westbury School District
Ralph, Katheryne	ICD Administrator
Ringel, Jane	Sanford C. Bernstein & Co.
Rodis, Gerry	Sosinsky, Rodis & Stern
Rubin, Michael	Hudson General Corporation
Shavuo-Vaughn, Fayth	Hempstead School District Board Member
Straker, Oliver	Roosevelt School District Board Member
Summerville, Robert	Roosevelt School District Board Member
Souzzi, Thomas	Mayor of Glen Cove
Taylor, Reginald	Roosevelt School District Board Member
Turner, Pearl	Treasurer, CMP Publications, ICD Board*
Viklund, William	Long Island Savings Bank
Watkins, James	Hempstead School District Board Member
Weigel, Robert	Fleet Bank
Weis, Arlene	Heart to Home
Wesson-Jackman, Audrey	Brooklyn School District Board Member
Weston, Martin	ICD Director of Communication
Wiltshire, Albert	Brooklyn School District Board Member
Young, Dr. Lester	Superintendent, Brooklyn School District
Zarin, Renee	Director of Alumni Relations, Queens College/ICD Board*

*The Institute For Community Development Board

ATTACHMENT 5:
DRAFT LUNCHEON REMARKS

Carol -- this is a rough draft of remarks for your 10-15 minute luncheon speech at the Garden City Hotel this Monday. We apologize for the varying upper and lowercase text -- we will have that taken care of by the end of today -- we just wanted to make sure that you had a copy of this to review and edit before you left today.

DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT

Many thanks for that kind introduction. I want to begin by thanking Tom Downey, Gerald and Lilo Leeds, Patrick Halpin, and Lavina Dickenson for the invitation to be here with you today. We had a great morning visiting the COMET Program at the Alverta Gray Schultz Middle School. I enjoyed my time in the school as well as my meeting with the Dr.

Nathanial Clay and members of the Hempstead Board of Education. From there, we went to the Roosevelt Junior / Senior High School where we met with Dr. Will Singleton and members of the Roosevelt Board of Education. I particularly enjoyed the opportunity to visit with students and staff from the Roosevelt STAR program -- a program designed to help students succeed in our society, and become educated and economically independent adults. It has already been a full and enriching day,, and it is barely half over!

This afternoon, I will have the opportunity to go to the CMP Child Care Center that provides parent-employees with on-site care for their children in a nurturing, developmentally appropriate environment. Since child care is a priority of this Administration, I'm looking forward to being there and learning from them.

The work that is being done by the Institute for Community Development under the leadership of Gerald and Lilo Leeds and Lavinia Dickerson and Patrick Halpin is impressive

and indeed a model for all of us; particularly as we in the Clinton Administration proceed with our agenda of developing comprehensive strategies for children and families within the context of community and economic development.

In my remarks this afternoon, I will weave together a number of different issues dealing with comprehensive strategies for children and families, focusing primarily on Education and Child Welfare. I know that these are issues that you all care about very deeply. I will also talk about both Education and Child Welfare vis-a-vis the Clinton Administration and the 104th Congress.

FOR DECADES, AMERICA HAS STOOD OUT FOR ITS COMPASSION FOR THE WELFARE OF CHILDREN, BOTH IN THIS COUNTRY AND ABROAD. AS A NATION, WE HAVE TAKEN PRIDE IN THE HIGH ASPIRATIONS AND EXPECTATIONS WE HAVE HELD FOR OUR CHILDREN'S FUTURES. BUT TODAY CHILDREN IN THIS COUNTRY ARE IN CRISIS AND WE FIND OURSELVES AT A RARE AND AWKWARD MOMENT IN HISTORY WHEN WE ARE BEING FORCED TO DECIDE, AS A SOCIETY, WHETHER OR NOT CHILDREN ARE TRULY A NATIONAL PRIORITY.

IN THIS COUNTRY TODAY, TWENTY THREE PERCENT OF OUR CHILDREN LIVE IN POVERTY, AND MILLIONS GO HUNGRY EVERY DAY. NEARLY 3 MILLION CHILDREN WERE THE SUBJECTS OF ABUSE AND NEGLECT REPORTS IN 1993, A 25% INCREASE FROM 1988. FAR TOO MANY CHILDREN ARE HAVING CHILDREN OF THEIR OWN. DRUGS, VIOLENCE, AND ABUSE CONTINUE TO CLAIM THE

LIVES OF MANY BEFORE THEY REACH ADULTHOOD.

AS SUPPORTERS OF THE INSTITUTE FOR COMMUNITY DEVELOPMENT'S STAR AND COMET PROGRAMS, I KNOW THAT YOU ARE NOT SURPRISED TO HEAR THESE FIGURES. WHILE LONG ISLAND IS NOT NEW YORK CITY, THE SAME TYPES OF PROBLEMS ARE GOING ON HERE, AS THEY ARE GOING ON IN EVERY COMMUNITY IN THIS COUNTRY. THERE IS NO PLACE IN AMERICA THAT IS NOT AFFECTED IN ONE WAY OR ANOTHER. HOWEVER, AS PRESIDENT CLINTON SO OFTEN SAYS: "THERE IS NO PROBLEM IN AMERICA THAT HAS NOT BEEN SOLVED SOMEWHERE IN AMERICA BEFORE." FROM MY VISITS THIS MORNING, I CAN SEE THAT THE SUCCESS OF THE STAR AND COMET PROGRAMS IS A POWERFUL TESTAMENT TO THE TRUTH OF THIS STATEMENT. WE HAVE TO SEARCH FOR SOLUTIONS TO THESE PROBLEMS AND WE MUST DO IT TOGETHER AS A NATION. THE PROBLEMS ARE COMPLEX BUT THEY ARE REAL AND WE NEED AN HONEST DEBATE ABOUT HOW TO DEAL WITH THEM. YET, IN WASHINGTON TODAY, IT IS THIS VITAL DEBATE THAT IS MISSING -- LOST AMONG THE RHETORIC THAT FLIES INTO OUR HOMES IN SOUND-BITES ON THE DAILY NEWS. THERE IS NO DEBATE, NO DISCUSSION ABOUT WHAT WORKS AND WHAT DOESN'T WORK -- INSTEAD, THERE IS QUITE SIMPLY AN ASSUMPTION THAT CUTTING PROGRAMS TO THE NEEDIEST, MOST VULNERABLE AND DISADVANTAGED AMONG US IS THE ANSWER.

FOR THE LAST TWO YEARS THE CLINTON ADMINISTRATION HAS WORKED

HARD TO IMPROVE THE LIVES OF CHILDREN AND FAMILIES THROUGH EDUCATION. DURING THE 1992 CAMPAIGN AND AT THE BEGINNING OF HIS PRESIDENCY, PRESIDENT CLINTON MADE A COMMITMENT TO AN AGENDA OF LIFELONG LEARNING -- FROM EXPANSION AND IMPROVEMENT OF EARLY CHILDHOOD EDUCATION, TO REFORM OF ADULT EDUCATION AND TRAINING PROGRAMS. OUR PROGRESS OVER THE LAST TWO YEARS HAS BEEN UNPRECEDENTED. LET ME OUTLINE SOME OF THE MAIN COMPONENTS OF THIS AGENDA:

1. HEAD START

In his first two budgets, the President increased Head Start spending by \$760 million, and now proposes an additional \$400 million in FY96 for this program which provides comprehensive services for disadvantaged children, ages three to five, and their families. The President has also appointed the Head Start Advisory Commission to examine the program after 25 years of operation and to recommend ways to improve its operation. The Commission's recommendation formed the basis of this program's 1994 reauthorization, which passed with broad bipartisan support.

2. GOALS 2000: EDUCATE AMERICA ACT

Goals 2000 affirms the President's belief in the critical role of education in building America's future and in the federal government's role as a partner in that effort.

The Goals 200 Legislation., which passed in 1994, supports meaningful state and local

community-driven school improvement efforts, based on raising academic and occupational standards, improving teaching and expanding the use of technology in the classroom.

The President's FY96 budget proposal requests a \$347 million increase in funding for states and communities to proceed with their education reform agenda. More than 40 states **(INCLUDING NY?)** have already chosen to participate in Goals 2000, and with the leadership of local communities, parents, teachers and school administrators in these states have developed their own strategic plans for educational reform.

3. NATIONAL SERVICE

The President's National Service Program, called AmeriCorps, now has over 20,000 volunteers working in schools, hospitals, neighborhoods and parks across the country. To emphasize his belief that National Service can change the way government works by enabling participants to further their education while helping to change communities, President Clinton is asking for over \$800 million in 1996 to expand the program to 47,000 participants nationwide.

4. DIRECT LENDING

With the passage of the President's Student Loan Reform Act, 104 schools and over 300,000 students are already participating in the program. This year more than 1,400 schools -- representing 40% of the total number of student loans -- have committed to enrolling. This program cuts bureaucracy and saves taxpayers and students billions of dollars, while allowing more borrowers flexible repayment arrangements -- including pay-as-you-earn plans through

Individual Education Accounts.

5. IMPROVING AMERICA'S SCHOOLS ACT

Designed primarily to help disadvantaged children, this law focuses on improvements in teaching in more than 50,000 schools and has a direct impact on five million children in high poverty areas. By increasing school flexibility to use federal aid to support effective innovations, this law is a significant step in helping *all* students meet high academic standards.

6. SCHOOL TO WORK

The President's School to Work Act broadens educational, career and economic opportunities for students not immediately bound for four-year colleges through local partnerships among businesses, schools, community organizations and state and local governments. By equipping students with the knowledge and skills necessary to pursue work or post-secondary training, this law helps ensure that America will be capable of performing and prospering in a competitive global economy.

7. TECHNOLOGY AND LEARNING

To ensure that our nation's classrooms are not left behind in the global technological and information revolution that is currently taking place, the Clinton Administration has initiated a "Technology Learning Challenge," which challenges learning communities -- teachers, students, local businesses, telecommunications companies, curriculum and learning specialists -- to develop and deploy interactive learning curriculum content that will allow students to

learn both at school and at home. At last count, over 1100 communities from every state in the nation have sent in letters of intent to apply for this innovative new grant program.

THIS ADMINISTRATION HAS INDEED ACCOMPLISHED A GREAT DEAL IN EDUCATION, BOTH IN SCHOOLS AND BEYOND. IN ADDITION, WE HAVE WORKED HARD TO IMPROVE THE ENVIRONMENT IN WHICH YOUNG PEOPLE LIVE AS WELL AS PROVIDE A SUPPORT FOR STRONG FAMILIES THAT CAN NURTURE AND PROTECT CHILDREN. I THINK WE CAN ALL AGREE THAT CHILDREN ARE BEST SERVED THE CONTEXT OF A STRONG AND STABLE FAMILY, AND FAMILIES ARE BEST SERVED IN THE CONTEXT OF A STRONG AND STABLE COMMUNITY.

The Clinton administration is also committed to improving the child welfare system to ensure the safety of children and strengthen the capacity of parents to nurture healthy children.

Given the critical nature of these services, the Administration supports an approach that provides states and communities with flexibility to develop services that are responsive to the needs of their citizens. This approach includes:

- **The Family Preservation and Support Act**, which will provide almost \$1 billion over five years for the development of preventive and supportive services;
- **Waivers and Demonstration Projects**, which authorizes the development and

implementation of 10 state waiver / demonstration projects for welfare services;

- **The Multiethnic Placement Act**, which allows for certain factors such as race to be considered in the adoption process but prohibits discrimination based on race or ethnicity; and
- **Increased Funding for Adoption and Foster Care**, which has increased by almost \$600 million from 1994 to 1995.

DESPITE THE TREMENDOUS STRIDES THAT HAVE BEEN MADE IN EDUCATION AND CHILD WELFARE, THERE ARE SOME IN CONGRESS THAT WANT TO THROW IT ALL AWAY. BUT PRESIDENT CLINTON HAS MADE IT CLEAR THAT HE WILL OPPOSE:

- **The Abolition of the Department of Education.** Republicans calls for abolishing the Department of Education. The President believes strongly in the Department and the need for a strong federal role in education.
- **Gutting Goals 2000.** Republicans are calling for a 40% cut in a program that encourages high standards for all students.
- **Eliminating Direct Lending.** Republicans want to eliminate the very program that

cuts bureaucracy and saves taxpayers and students billions.

- **Any effort to make access and repayment of Student Loans more difficult.**

Republican proposals to pay for the Contract includes \$9.6 billion from eliminating the in-school interest subsidy, which relieves students with subsidized loans from responsibility for interest on their loans while in school and for six months following graduation.

- **Dismantling National Service.** Republicans want to dismantle Americorps, the President's signature service program, which expands opportunities for young people willing to give something back to their country.

- **Reducing the Safe and Drug-Free Schools Program.**

WHEN YOUNG PEOPLE DON'T FEEL SAFE THEY DON'T LEARN.

Republicans want to gut a program - present in 94% of our schools - that teaches students the dangers of drug and alcohol abuse and alternatives to violence.

*****CAROL -- THIS NEXT FEW PARAGRAPHS IS VERY POLITICAL -- DO WE WANT TO KEEP IT IN/TONE IT DOWN?**

In the area of child welfare, there are a number of proposals on the Hill that pose a real threat to the health and well being of our nation's children:

- The Child Protection Block grant PROPOSED BY THE REPUBLICANS will not protect children or promote improvement of the child welfare system. The amount of the block grant is set at \$4.4 billion in FY 1996. Over 5 years, the proposal would provide \$2.8 billion less for the block grant, a 10% cut.

The welfare reform legislation being considered by the House:

- repeals the Adoption Opportunities program and eliminates the Adoption Assistance program, leaving up to the states whether they can afford the subsidies that enable many special needs children to find permanent homes.
- repeals the Abandoned Infants programs, which was established to respond to the continuing crises of AIDS and crack cocaine. These crises have disproportionate effects on families and child welfare systems in selected urban areas.
- eliminates all direct federal support for non-profit agencies SUCH AS THE YWCA, community-based organizations and public-private partnerships, such as Children's Trust Funds, as well as all earmarked support for prevention of child abuse and neglect.
- caps foster care and adoption assistance payments and eliminates a critical safety valve for the States.

I WANT YOU ALL TO KNOW THAT MOST PEOPLE IN WASHINGTON - BOTH DEMOCRATS AND REPUBLICANS - THINK THAT THINGS NEED TO CHANGE. WE ALL KNOW THAT THE FEDERAL GOVERNMENT IS NOT PERFECT AND THAT IT NEEDS TO BE SMALLER AND INDEED MORE EFFICIENT. THERE IS A RIGHT WAY AND A WRONG WAY OF DEALING WITH THAT. THE RIGHT WAY IS TO REINVENT GOVERNMENT AND TO MAKE CHANGES THAT ARE NECESSARY. THE WRONG WAY IS TO BLINDLY CUT CURRENT FUNDING, ELIMINATE PROGRAMS, WITHDRAW GUARANTEES, AND PROPOSE BLOCK GRANTS IN THE NAME OF STATE FLEXIBILITY. THE RIGHT WAY IS A LITTLE BIT SLOWER BUT THE WRONG WAY PRODUCES A FALL OUT THAT WE WILL SUFFER FROM FOR YEARS TO COME. IT SEEMS CLEAR TO ME THAT 40 BILLION DOLLARS IN CUTS FOR CHILDREN'S PROGRAMS IS NOT THE RIGHT WAY. WE HAVE TO HELP THESE CHILDREN WHOSE VOICES WILL NOT BE HEARD. SOMEONE HAS TO SPEAK FOR THEM. THE IMPLICATIONS OF WHAT IS CURRENTLY GOING ON IN WASHINGTON WILL GO FAR BEYOND BARNEY AND BIG BIRD AND SCHOOL LUNCH, FAR BEYOND SUMMER JOBS AND AID FOR PHYSICALLY CHALLENGED CHILDREN.

I CAN ASSURE YOU THAT WHILE WE MAY NOT FEEL THE IMMEDIATE EFFECTS, WE WILL SOON REALIZE THAT THIS IS NOT THE WAY TO GO. IN THE INTEREST OF POLITICS OR PAYING FOR THE CONTRACT FOR AMERICA, WE CANNOT JEOPARDIZE THE FUTURE OF CHILDREN. WE DON'T NEED A CONTRACT, WE NEED A COVENANT. SOMETHING THAT THE GOVERNMENT AND THE

AMERICAN PEOPLE CAN AGREE ON...A BELIEF THAT IS PART OF OUR HERITAGE...THAT EVERY CITIZEN --- RICH OR POOR, URBAN OR RURAL, YOUNG OR OLD -- HAS THE RIGHT AND RESPONSIBILITY TO GO AS FAR AS THEY CAN AND WANT, AND THEN TO ACCEPT THE RESPONSIBILITY OF CONTRIBUTING AND GIVING SOMETHING BACK TO THEIR SOCIETY IN RETURN.

None of these programs is a panacea. We all know that government and services alone will not lift a family out of poverty. School lunch can help a child's physical and intellectual development, but it can't provide a shelter. Likewise, a nutrition program for pregnant women will increase the likelihood of a healthy baby but it cannot pay the rent. That is why we need to focus on comprehensive strategies, building on public-private partnerships like the ones I say today an the STAR and COMET Programs, and not the piecemeal, fragmented approach to services that has become all too common today.

We are indeed at a unique period in our history. In the weeks and months ahead as Congress and the Administration continue to work on a wide range of domestic issues, the test of every policy and budget decision should be whether it helps children and strengthens families. I think that this is an approach that as Americans we can all agree to follow. Thank you.

I have some time for a few questions . . .

ATTACHMENT 6:
EDUCATION TALKING POINTS FOR LUNCHEON Q&As

EDUCATION (filename: educatn.tp)
GAYNOR MCCOWN, 456-5575
3/21/95

EDUCATION

"Let's give our children a future. Let us take away their guns and give them books. Let us overcome their despair and replace it with hope. Let us, by our example, teach them to obey the law, respect our neighbors, and cherish our values. Let us weave these sturdy threads into a new American community that can once more stand strong against the forces of despair and evil because everyone has a chance to walk into a better tomorrow."

President Clinton
1995 State of the Union

The Clinton Administration has made an unprecedented commitment to reforming the federal role in education and training and to expanding the opportunities available to American children and adults to improve their skills and maximize their potential.

THE CLINTON RECORD: A LIFELONG LEARNING AGENDA

The President announced at the beginning of his Presidency his commitment to a Lifelong Learning Agenda – from expansion and improvement of early childhood education to reform of adult education and training programs. Much of that agenda has been enacted over the past two years:

1. HEAD START

- . In his first two budgets, the President increased Head Start spending by \$760 million, and now proposes an additional \$400 million in FY96 for this program which provides comprehensive services for disadvantaged children, ages three to five, and their families.
- . The President appointed the Head Start Advisory Commission to examine the program after 25 years of operation and to recommend ways to improve its operation. The Commission's recommendation formed the basis of the 1994 reauthorization, passed with bipartisan support.

2. GOALS 2000

Goals 2000 affirms the President's belief in the critical role of education in building America's future and the federal government's central role as a partner in that effort.

- . Legislation passed in 1994 to support meaningful state and community school improvement efforts, based on raising academic and occupational standards, improving teaching and expanding the use of technology.
- . The President's FY96 budget proposal requests a \$347 million increase in funding for states and communities to proceed with their education reform agenda. More than 40 states have already chosen to participate in Goals 2000 and with the leadership of local communities, parents, teachers and school administrators have developed their own strategic plans for educational reform.

3. NATIONAL SERVICE With passage of the National Service legislation, Americorps has 20,000 volunteers working in schools, hospitals, neighborhoods and parks. Reiterating his belief that National Service can change the way government works by enabling participants to further their education while helping to change communities, President Clinton is asking for \$812.5 million in 1996 to expand the program to 47,000 participants.

4. DIRECT LENDING With the passage of the Student Loan Reform Act, 104 schools and over 300,000 students are already participating in the program. This year more than 1,400 schools – representing 40% of the total number of loans and the maximum allowed under this year's authorization – have committed to enrolling. This program cuts bureaucracy and saves taxpayers and students billions of dollars, while allowing more borrowers flexible repayment arrangements -- including pay-as-you-earn plans through Individual Education Accounts.

5. ELEMENTARY AND SECONDARY EDUCATION ACT Designed primarily to help disadvantaged children, this law focuses on improvements in teaching in more than 50,000 schools and has a direct impact on five million children in high poverty areas. By increasing school flexibility to use federal aid and supporting effective innovations, this law is a significant step in helping *all* students meet high academic standards.

6. SCHOOL TO WORK ACT Broadens educational, career and economic opportunities for students not immediately bound for four-year colleges through local partnerships among businesses, schools, community organizations and state and local governments. By equipping students with the knowledge and skills necessary to pursue work or post-secondary training, this law helps ensure that America will be capable of performing and prospering in a competitive global economy.

7. TECHNOLOGY AND LEARNING To ensure that our nation's classrooms are not left behind in the technological and information revolution that is taking place, the Clinton Administration has initiated a "Technology Learning Challenge," which will challenge learning communities -- teachers, students, local businesses, telecommunications companies, curriculum and learning specialists -- to develop and deploy interactive learning curriculum content that will allow students to learn both at school and at home.

REPUBLICAN PROPOSALS

The Republicans are threatening the federal commitment to education in a number of ways that the Clinton Administration will oppose:

The Department of Education. Republicans calls for abolishing the Department of Education. The President believes strongly in the Department and the need for a strong federal role in education.

Goals 2000. Republicans are calling for a 40% cut in a program that encourages high standards for all students.

Direct Lending. Republicans want to eliminate the very program that cuts bureaucracy and saves taxpayers and students billions.

Student Loans. Republican proposals to pay for the Contract includes \$9.6 billion from eliminating the in-school interest subsidy, which relieves students with

subsidized loans from responsibility for interest on their loans while in school and for six months following graduation.

National Service. Republicans want to dismantle Americorps, the President's signature service program, which expands opportunities for young people willing to give something back to their country.

Safe and Drug-Free Schools. Republicans want to gut a program – present in 94% of our schools – that teaches students the dangers of drug and alcohol abuse and alternatives to violence.

MIDDLE CLASS BILL OF RIGHTS

President Clinton is committed to helping the Middle Class through education, training and reemployment. By improving and streamlining existing adult education and literacy programs and expanding choices for employment and training, President Clinton has proposed a plan to provide every American who is willing to learn and work with the tools to build a better future. The Middle Class Bill of Rights closes the circle and ensures that EVERY American – young and old – has the opportunity to do their jobs better AND to get better jobs.

Specifically, the President's proposal:

Supports New Tax Deduction for Education and Training: The President proposes making tuition for college, community college, technical school, graduate school and job-training fully deductible up to \$10,000. The deduction will be available to families earning up to \$100,000, and phased out at \$120,000.

Supports Skill Grants: By consolidating some 70 federal programs for education and job training, the President proposes to put the power to learn in workers' hands by offering low-income and unemployed workers Skill Grants – up to \$2,620 per year – to enable individuals to take responsibility, acquire skills and find rewarding work.

Opposes Wasteful Tax Cuts that Do Not Primarily Benefit Working Families: While some Republicans have expressed interest in considering the President's education deduction proposal, over 54% of the costs of the House Republican Contract goes to families making more than \$100,000 with their Capital Gains tax cut.

ATTACHMENT 7:
PRESS STORIES ON THE STAR AND COMET PROGRAMS

The New York Times

THURSDAY, APRIL 14, 1994

Turning Around Troubled Students, Intensively

L.I. Program Succeeds Without Trendy Theories, Just Costly, Home-Style Attention

By PETER MARKS

Special to The New York Times

ROOSEVELT, L.I., April 12 — When Jameka Harris enrolled as a freshman at Roosevelt Junior-Senior High School four years ago, she was not exactly on the track to college. Angry and unhappy, with a history of bad grades and behavior problems, she was the kind of student teachers dreaded and fellow students feared.

"I used to fight a lot," she said in a soft voice. "I came to school to cause trouble."

But that was before Miss Harris made peace with herself and found her way. It happened gradually, mostly within the confines of a large windowless classroom at Roosevelt High. There a small army of social workers and teachers from a private institute set up shop in the fall of 1990 to tutor, counsel and generally keep after Miss Harris and about two dozen of her classmates, who had been considered among the school's least promising candidates for success.

Four years after the educators arrived in Roosevelt, one of Long Island's poorest school districts, their initial class is getting ready to leave the cocoon of the windowless room and head for college in numbers no one imagined possible. Of 27 seniors who stayed with the intensive program, a two-hour-a-day supplement to their regular class schedule, 25 are college-bound. So far, 21 — including Jameka



Ruby Washington/The New York Times

A program at Roosevelt Junior-Senior High School faced the challenge of bringing discouraged teen-agers back into the classroom by providing them with intense person-

al attention. Ruby Blue, second from left, an academic coordinator, met with three participants, from left, Tamika Stewart, Latarsha Thomas and Felice Oliver.

Continued on Page B7

Turning Around Students Intensively

Harris — have been accepted by colleges and universities.

The results seem even more impressive when compared with the academic fates of 25 other Roosevelt students who were also offered places in the program but declined. Of those 25, the program's organizers report, only two are still in school.

The program, known as Success Through Academic Readiness, or STAR, is financed by the Institute for Community Development, a nonprofit organization in Long Island.

Lavinia Dickerson, co-executive director of the institute, said of the program's participants: "These kids are not going to end up on public assistance. These kids are not going to end up living hand to mouth. These young people will be able to come back to Roosevelt some day and say, despite all the obstacles in life, you can leap over them and set your mind to achievement."

To some educators, the success of a program like STAR in a district like Roosevelt — where the high school dropout rate exceeds New York City's and is eight times higher than Nassau County's — suggests that even as late as high school, the fortunes of disfranchised students can be radically changed. The key, they argue, involves no newfangled pedagogical theory, no educational tool suddenly in vogue. It is providing a level of attention and consistency that many of the students find nowhere else in their lives.

Expensive but Successful

"Certainly, what this demonstrates is that these kids do want to stay in school and, provided the right kind of support, they will stay," said Margaret Terry Orr, an associate professor at Teachers College of Columbia University and an expert on dropout prevention. "I think it's immensely remarkable that they're getting these results."

The program is not cheap, costing the institute \$5,000 per student each year. But it has proved so successful — 100 students are now enrolled in four grades at Roosevelt High — that last fall the institute began a similar program in Hempstead, starting with 50 students in 7th grade.

Eddy Bayardelle, Hempstead's superintendent, said public schools, particularly in low-income communities, must open their doors to anyone willing to help deal with the more intractable problems that many children face today.

"We have to deal with youngsters and their families and the communities in which they live," he said. "Our role is much broader; the mandate is much broader."

Although providing mentors and creating alternative high schools for difficult students are not new, the program at Roosevelt High is novel in its intensity. Students in STAR are not only assigned academic advisers who follow them through four years of high school, the staff in the STAR room also includes a full-time psychologist, social worker, career and college coordinator, program direc-

Two Special Hours a Day

It is a level of staffing that Roosevelt could never afford on its own. During the 1991-92 school year, the district spent \$9,380 per student. Even with the institute's supplemental \$5,000 per student, spending still did not match that of wealthier Long Island districts like Jericho, which spent more than \$16,000 per student.

Besides their regular schedules, students have two daily hours of STAR-related activities, like attending a class on peer pressure or volunteering at a hospital. The program offers trips to museums, individual tutorials and even a course in preparing for the Scholastic Aptitude Test.

But it may be the relentless prodding by the staff that is most distinctive. "You need someone to say you can do it," declared Felicia Taylor, 19, a senior who hopes to study accounting or business administration next fall. "With STAR, they're constantly on you."

Two years ago, she gave birth to a daughter, Britney, almost ending her high school career. "After having my daughter, I slacked off a bit," she said. But when she failed to attend school, the phone calls began. "They call up and ask, 'Why haven't you been in school?'" she recalled with a giggle. "They sense you have a problem; they get to know who you are."

Evidence that lots of attention can help failing high-schoolers succeed.

All the encouragement has paid off for Miss Taylor, who is looking at a number of four-year Long Island colleges that offer the two programs she considers most important: a solid business curriculum and a campus day care center where she can leave Britney while she attends classes.

Few Teachers Have Time

Todd Parrish, a graduate of Roosevelt High School and the State University of New York at Stony Brook, is STAR's program director. He oversees all the activities in the windowless room, a brightly lit but poorly ventilated classroom filled with computer terminals and posters of sports stars. He says the accomplishments of the students in STAR are due as much to regular classroom teachers as to STAR staff members.

But few classroom teachers have the time to develop the intense emotional bonds formed between students and staff in the STAR room.

"These are kids I've seen every day since 1990," said Ruby Blue, who as the academic adviser for the first STAR class has followed the seniors through all four years of high school. "I feel like the mother of 30 kids. Sometimes, I think I care too much."

Ms. Blue, a former special educa-

tion teacher in Queens, said 33 students were in the first STAR class, but enrollment dropped after several students moved or left the program. A few others who wanted to join were added in the sophomore year, bringing the number to the current 27.

She remembers the tension of the early days, when some students tested her daily, treating her with contempt and uttering words she had never before heard in a classroom.

Cursed Out by Children

"Oh, there were battles: getting cursed out by a child!" she recalled. "These students have no fear of anyone. There are no boundaries. I'd go home, I'd cry, I'd have headaches." But she formed some of her closest bonds, she added, with the students who had been the most difficult.

Ms. Dickerson said many students came to the program with family and emotional problems. "We've had students who have been physically and sexually abused," she said, adding that the STAR staff tried to address the problems that afflicted students both in and out of school.

"The secret ingredient," she said, "is we're consistent: we hold them accountable, we make them responsible to themselves, their peers and the staff."

Sam Corsi, New York State's assistant commissioner for nonpublic schools, says that in his visits to the STAR room, he sees a substitute for the supplemental instruction that sometimes occurs at home. "It acts sort of like a family," he said. "I see them doing things in that room that my mother and father did with me with my homework."

Jerry Leeds, who with his wife, Lilo, founded the institute that finances STAR with the aid of grants from a number of Long Island companies, says he would like to see the STAR program reproduced elsewhere on a larger scale. But Professor Orr of Columbia says the characteristics that make a program like STAR successful often preclude more ambitious goals.

"These kinds of programs are hard to expand from these small numbers, and one factor is the cost," she said. Another limitation, she said, is that the programs "don't change anything else in the kid's educational experience, except to give them more help in coping with their problems."

Still, the students in STAR give it credit for showing them the value of education. "What I say," declared Kimberly Ferguson, 18, a senior, "is that STAR takes wilted flowers and blossoms them into roses."

By LINDA SASLOW

THE seventh graders in a classroom at Albert B. Gray Schultz Middle School in Hempstead were eating lunch while working on other activities. Several students were doing their homework with a teacher. Another teacher was tutoring a small group of students for a test that afternoon. In the classroom next door about a dozen 12-year-olds were learning from a third teacher about nouns and adjectives.

The youngsters in the classrooms are among the 48 seventh graders in Comet, a new program for students who educators consider most at risk to fail in school.

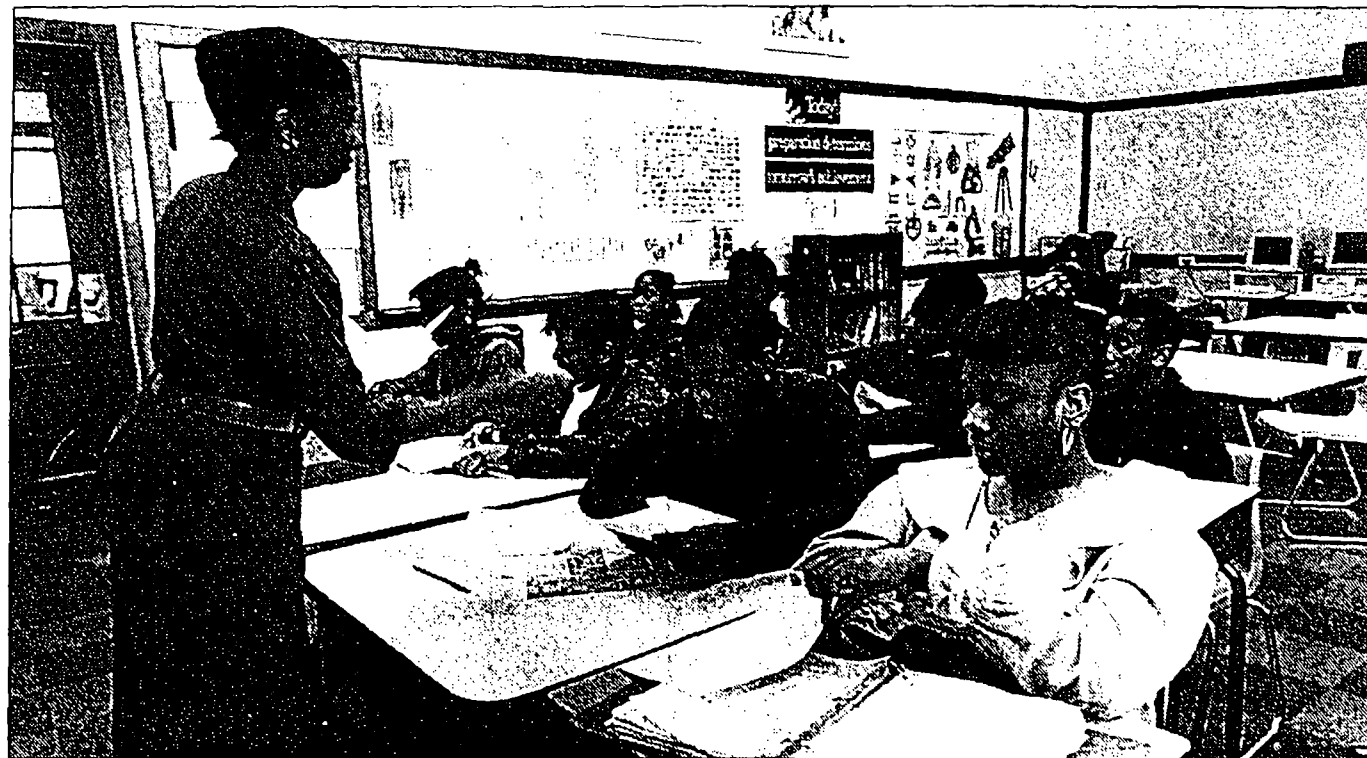
Comet, which stands for Children of Many Educational Talents, is a joint effort of the Hempstead School District and the Institute for Community Development. Gerard and Lilo Leeds founded the institute in 1989 to develop programs with school districts and community organizations for children considered at risk. Mr. and Mrs. Leeds are co-founders and co-chairmen of C.M.P. in Manhasset, a major publisher of computer and business magazines.

Comet was modeled after a high school program called Star, for Success Through Academic Readiness, the first school program by the institute. Star is in its fourth year at Roosevelt High School. Educators said Star and Comet were apparently the first comprehensive school-enrichment programs using school district and business collaborations on the Island.

'New Breed of Kids'

The program director of the institute, Lavinia T. Dickerson, said such efforts were a new trend in education. Many low-income districts with minority groups have high dropout rates, Ms. Dickerson said, adding: "These youngsters have special needs in order to acquire quality education, the skills and confidence necessary to become educated, responsible and productive adults. We can't expect the schools to do it alone. It's a whole new world, and we're dealing with a new breed of kids. Education today must create a new framework on which to teach our children."

She said the goals of the programs were to help students stay in school and develop competency in academic and reasoning skills, self-confidence, positive values and a long-term perspective toward careers, higher education and economic independence. Both programs recruit students with poor attendance, low academic performance, behavioral or discipline problems, are older than their grade



Stephanie Morris, a teacher in the Comet program in Hempstead, working with students with problems

levels or who have been referred for special problems.

Teachers and social workers employed by the institute work with students in classrooms at their schools and tutor, counsel and give computer training, workshops and discussion groups. In addition to attending regular classes the students have one period each day in Star or Comet and have to sign agreements that they are willing to spend the required hours before or after school and during lunchtime in supervised academic activities, remedial work, individual and group sessions and special projects. Star at Roosevelt requires two hours a day. Comet at Hempstead Middle calls for one and a half.

Parents are also required to make written commitments to attend workshops and support their children.

Ms. Dickerson said that the academic coordinators employed by the institute were not the students' primary teachers, but that they enhanced and built on classroom instruction. "If these kids can go back into their classroom and ask questions they feel better about themselves," she said. "Then they can

become critical thinkers and will become better learners."

She added that as with many new programs there have been mixed reactions, including skepticism, among parents, students and teachers. "The first hurdle was to remove the myth for the kids that getting extra help means there's something wrong with them," she said.

In Hempstead, of the 90 seventh graders referred to Comet in the summer 48 joined.

Cathy Green, mother of a 12-year-old, Matthew, a student in Comet, said when she received a letter about the program she was reluctant to enroll her son. But after learning about it, she added, she became confident that it would provide an important opportunity for Matthew.

"After talking to the staff," Ms. Green said, "we both felt excited and ready to sign the contract. For Matthew it's been a good lesson in time management, as he's learning to fit in everything that he wants to do."

Students had positive responses. "My mother made me join," Andre Edwards said. "But now I don't mind spending the extra time because my

grades have gone up."

"It was my idea to be in Comet," Jermain Koe said. "If I have a test or have to finish my homework I come in before school and get the help I need. It's definitely helping me."

"It was my mother's idea," Tamara Gatlin said. "But it's a good idea and it's helped me. So I'll stay in it next year."

Ms. Dickerson said that when she met the group of students before the school year they were undisciplined, and most would not look her in the eye or tell her their names. "Today," she said, "Just two months into the program, many of them stand in front of the room and recite poetry."

The School Superintendent in Hempstead, Dr. Eddy Bayardelle, said that the program addressed the importance of providing centralized services and meeting the holistic needs of the students.

"We can't expect parents to go to one place for remedial tutoring, another place for counseling," he said. "It's just not realistic."

He added that the district decided to focus on seventh graders instead of following the Star program for high

school students because of the importance of early intervention. "To be effective you've got to start early," Dr. Bayardelle said. "We tend to lose kids when they leave elementary school in sixth grade and come to the middle school. We hope that by intervening earlier we can make a difference."

Reactions from teachers at the two schools have varied, Ms. Dickerson said. "Many teachers feel that they should be getting the same kind of support that these programs are getting," Ms. Dickerson said. "And they're right. But teacher support for the programs has grown as they've seen the difference that they can make."

Dr. Bayardelle said that from the start of the school year had been expected because the program is new and different. "But," he added, "we're working through it."

Comet has a staff of four and will expand next year to six, to include eighth graders. Star has a staff of nine and an enrollment of 115 in the 9th through 12th grades.

Educators estimate Comet costs \$250,000 a year, funded by the insti-

tute, which receives money from private and corporate donors. The annual cost per student for Star and Comet is about \$5,000.

The cost for a student to repeat a grade is \$10,000, the annual cost for special education is \$20,000, and a loss of state aid for lost days is \$20 a student a day, Ms. Dickerson said.

Studies by the institute at Roosevelt show that Star has made a significant difference in keeping youngsters in school. In 1990, 50 incoming graders who were considered likely by educators to complete in school were referred to Star. Twelve were expelled and 25 did not.

Ms. Dickerson said that five years later none of the Star students had dropped out or were expelled. The students, now in the 12th grade, have an average grade-point average of 80. Of the students who did not pass two made it to the 12th grade, with an average of 63. Several students did not join dropped out. Others repeated one or more grades, and several were expelled or failed.

The Star program director, Dr. Parrish, said the program had created a positive path for students. "I don't have to say that in order to fit they have to be a bad guy," he said. "They can fit in with other kids do their work without being called out."

"I'm not saying that these kids never cut classes. But they feel what they're missing and that work they missed may be on the next test or on the SATs. They feel that by cutting that behavior out more than they're helping."

80% Planning to Go to College

Last year the program added career and college component, 11th and 12th graders. The program provides college visits, preparation for the Scholastic Assessment Test, internships and vocational workshops. Mr. Parrish said that 80 percent of the current seniors in Star were planning to go to college at graduation and that the others were pursuing vocational training or internship.

A junior in Star, Juan Turner, said that when he started high school average was 65. He ended his sophomore year with an 84. He said, "I hope to go to college and become a doctor."

Mr. Parrish said the program stressed to provide good role models, while building character, self-esteem and that students graduate and have a job, college, do in the future. "We hope," he said, "that when these students become adults they can pass these values on to their own children."