Withdrawal/Redaction Sheet
Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. biography	Biographical Sketch of Everard O. Rutledge, FACHE [partial] (2 pages)	4/15/94	b(6)
002. biography	James A. Block, M.D. [partial] (1 page)	4/15/94	b(6)
003. biography	Biographical Sketch, William C. Richardson [partial] (1 page)	4/15/94	b(6)
004. fax	From: Bailey Fine, To: Julie Hooper, Re: Meeting with Mrs. Clinton - Social Security Numbers [partial] (4 pages)	4/15/94	b(6)
005. list	Cardin Staff Attending 4/18 Meeting with Hillary Clinton [partial] (1 page)	4/15/94	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Liz Bowyer
OA/Box Number: 3980

FOLDER TITLE:

[HRC Background File] Monday, April 18 [1994]

2014-0483-S
sb413

RESTRICTION CODES

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

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RR. Document will be reviewed upon request.

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

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MONDAY, APRIL 18

4/18/94

BIO SENATOR LARRY YOUNG

Larry Young, Democrat, District 39, Born in Baltimore, Maryland, November 25, 1949. Attended Baltimore public schools; University of Maryland. Urban environmentalist. Chair, Governor's Commission on Black and Minority Health. Member, Governor's Task Force on Hazardous Waste Initiatives; Maryland Committee for Children and Youth, 1969-72. Chair, board of directors, Citizens Democratic Action Organization, Inc., 1976-; Newspaper columnist for Afro-American Newspaper. President, Center for Urban Environmental Studies, Inc., 1978-83. Health Committee chair, National Black Caucus of State Legislators Secretariat, 1979-. Afro-American Newspaper Honor Roll Award, 1971. Received NAEE Annual Award, 1976; Statesman Award, Baltimore Baptist Minister's Conference, 1977' "Public Service Award," MPIRG, 1978. Unmarried. Member of House of Delegates, 1975-87. House Chair, Joint Committee on Administrative, Executive and Legislative Review. Member, Environmental Matters Committee (chairman, 1983-87); Joint Committee of Health Care Cost Containment. Chair, Baltimore City Delegation. Member of Senate since 1988. Member, Finance Committee; Joint Committee on Administrative, Executive and Legislative Review; Joint Committee on Health Care Cost Containment; Special Joint Committee on the Medical Assistance Program; Special Joint Committee on Energy Pricing.

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BIOGRAPHICAL SKETCH

OF

EVERARD O. RUTLEDGE, FACHE

Everard O. Rutledge (Rod) is the President and Chief Executive Officer of Liberty Medical Center, Inc. an acute care hospital and not-for-profit managed care organization, in Baltimore, Maryland. Mr. Rutledge was appointed to this position in July, 1990. (b)(6) 001 001 (b)(6) he is the product of the public and private school systems. Mr. Rutledge graduated in 1968 from Florida A&M University, Tallahassee, Florida, where he received a bachelor's degree in business with a minor in economics and accounting. In 1972, he was awarded a master's degree in Health and Hospital Care Administration from the University of Minnesota. He completed post graduate studies at Harvard University, and St. Louis University in the area of Policy Analysis.

Prior to his present position, Mr. Rutledge has held a number of positions in the health care profession. He was the Senior Vice President and Chief Operating Officer of the University of Maryland Medical System from 1986-1990. He was appointed by the County Executive to the position of Director of the St. Louis County Department of Health and Hospitals where he served in that position from 1980-1986. Prior to that, he was Associate Executive Director for the Bronx Municipal Hospital Center in Bronx, New York--a division of New York City Health and Hospital Corporation (1978-1980). Mr. Rutledge also served as Vice President and Executive Director of L. Richardson Memorial Hospital in Greensboro, North Carolina (1972-1978). In addition, he served as Administrative Resident at Provident Hospital in Baltimore, Maryland (1971-1972).

Before entering the health field, he worked for the American Air Lines Corporation as Senior Accounting Analyst and City Controller Understudy (one of six understudies in the nation who worked in various capacities, learning all facets of the commercial air lines business). He has also been an instructor at Morgan State College. Currently, he serves as a member of the clinical faculty at St. Louis University and Associate Professor at University College, University of Maryland.

Mr. Rutledge is involved in numerous professional activities. He is Former-President of the National Association of Health Services Executives (NAHSE); Regent-at-Large in the American College of Healthcare Executives (ACHE), and has served on several committees with the ACHE, including the Strategic Planning and the Committee on Public Policy, Budget & Finance Committee and is currently Chairman of the Audit Committee. He has been a member of the Council on Patient Services of the American Hospital Association; member of the Greater Baltimore Education Committee, Downtown Baltimore Center Advisory Committee, and the National Institute of Health's Advisory Council for Nursing Research.

He was a member of the Board of Visitors at the Center for the Study of Future Management at the University of Maryland. He has served as Chairman of the Committee on Public Hospitals and the Medicaid Sub-Committee for the Missouri Hospital Association, as well as a member of the Board of Directors of the National Association of County Health Officials.

In the area of civic organizations, Mr. Rutledge has consistently been an active participant. He has been a member of the Board of Directors for Big Brothers & Big Sisters of Central Maryland, Inc. and Executive Vice President for their branch in Greater St. Louis; past Commissioner of the Missouri Commission on Human Rights; a participant of both the St. Louis and Baltimore Leadership Programs; and a member of the American Cancer Society North Central Unit. Mr. Rutledge also serves or has served as a board member for the Volunteers of America, the Lighthouse Family, and Children Center, the House of Ruth and the Baltimore Urban League. He is the Past Chairman of the Board of Directors of the St. Louis Urban League.

Mr. Rutledge has written a number of articles on various issues, including: Managerial Effectiveness, The Human Approach; Analysis of Why Management is Losing Ground; and Teen-age Pregnancy in St. Louis County. In addition, Mr. Rutledge has often had the honor of addressing health and non-health related organizations concerning social, economic and professional issues.

For his many contributions, he has received a multitude of honors and awards. In 1991 he received the Torchbearer Award from the Baltimore Chapter of the Coalition of 100 Black Women. In 1977, he received the "Young Administrator of the Year Health Management Achievement Award" from the National Association of Health Services Executives. He also received the United States Jaycees' "Outstanding Young Men of America Award" in 1981. In 1985, then-Governor Bond nominated Mr. Rutledge as one of ten young political leaders in Missouri to attend the 11th Annual Foreign Policy Conference sponsored by the State Department. For outstanding accomplishments in the area of health, he received the 1986 Founders Day Award from the Phi Beta Sigma Fraternity and the Zeta Phi Beta Sorority. In addition, the American Cancer Society presented him with the "Presidential Outstanding Leadership Award" and President Ronald Reagan appointed him to the Presidential Rank Review Board, Office of Personnel Management. In 1993 he received Monumental City Bar Association's Community Service Award.

(b)(6)

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SS#
DOB (b)(6) 001

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James A. Block, M.D.

James A. Block, M.D., became president and chief executive officer of The Johns Hopkins Hospital and the Johns Hopkins Health System in July 1992.

A leader in health-care reform and planning, Dr. Block is the ninth chief executive of the Baltimore institution known as the model for all academic medical centers since its opening in 1889.

Since arriving at Hopkins, Dr. Block has played a major role in developing health insurance reform legislation that should make insurance affordable for thousands of Marylanders employed by small businesses. He also was a member of the Clinton administration's health-care transition team.

In addition, Dr. Block has initiated a series of new programs and management strategies at Hopkins. These include developing a plan for a new, multi-disciplinary Cancer Center, creating a master plan for the medical campus of the 21st century, and catalyzing development of the first Johns Hopkins Suburban Health Center, a facility for primary and secondary care practitioners to complement the tertiary care Johns Hopkins Outpatient Center in East Baltimore.

002

Born in (b)(6) Dr. Block's family includes many physicians. He graduated from Haverford College in 1962 and earned his medical degree at the New York University School of Medicine in 1966. His subsequent training and choice of jobs reflect a strong interest in both administration and community medicine.

After medical school, he worked first as chief of ambulatory services in the Surgeon General's Comprehensive Health Planning Office, then as associate director of the Community Health Service of the Health Services and Mental Health Administration of the U.S. Public Health Service. In these posts, he was responsible for developing programs for community, migrant and rural health centers, group practices and the Appalachian Health Program.

In 1969, he resumed his medical training with a residency in pediatrics and ambulatory medicine at Strong Memorial Hospital at the University of Rochester. From 1971-79, he was a practicing pediatrician and head of ambulatory services at Genesee Hospital, a 400-bed community hospital affiliated with the University of Rochester School of Medicine and Dentistry. He also was medical director of the Genesee Health Service, a primary group practice for outpatients he helped develop.

During this same period, Dr. Block directed the Robert Wood Johnson Foundation's Community Hospital-Medical Staff Sponsored Primary Group Practice Program, a position he held for eight years.

In 1979, Dr. Block became president of the Rochester Area Hospitals Corp., a nine-hospital consortium formed to develop new reimbursement systems and coordinate hospital planning in that region of New York State. During his time there, the consortium's efforts to control costs resulted in a $4.8 million Medicare surplus, an unprecedented event. President Clinton has cited Rochester as a model for health-care reform. Dr. Block emphasizes that the accomplishments in Rochester were possible only because of collaboration between hospitals, physicians, insurers, corporations and labor. He calls this approach "managed cooperation."

In 1986, Dr. Block became president of University Hospitals of Cleveland, comprised of a 771-bed hospital -- the major teaching hospital of Case Western Reserve University School of Medicine, a 120-member physician group practice, four ambulatory care centers, a managed care plan and five affiliated hospitals.

Currently, he is on the boards of UNICEF, Mercantile Bankshares Inc., and the Society of Medical Administrators. He also is a delegate to the Council of Teaching Hospitals of the Association of American Medical Colleges (AAMC).

Dr. Block is married and has 4 children.

The Johns Hopkins Health System is comprised of The Johns Hopkins Hospital, the Johns Hopkins Outpatient Center, The Francis Scott Key Medical Center, the Johns Hopkins Geriatric Center, Home Health Care programs, and The Johns Hopkins Medical Services Corp. -- a physician group practice that staffs 18 outpatient centers in the Baltimore region. The System affiliates operate a total of 1,584 beds and collectively are one of the largest private employers in Maryland.

JOHNS HOPKINS
UNIVERSITY

Office of News and Information
212 Whitehead Hall / 3400 North Charles Street
Baltimore MD 21218-2692
(410) 516-7160 / FAX (410) 516-5251

BIOGRAPHICAL SKETCH
William C. Richardson
President
The Johns Hopkins University

William C. Richardson became the 11th president of The Johns Hopkins University on July 1, 1990.

The president has emerged as a national leader in the critical relationship between the federal government and the research community, especially in the effort to retain full federal funding for the costs associated with scientific and medical research.

Nationally known as a health policy expert, Dr. Richardson was appointed in 1993 by Gov. William Donald Schaefer to chair Maryland's new Health Care Access and Cost Commission, which is charged under the state's health care reform law with expanding health insurance coverage and containing medical costs.

Dr. Richardson served as co-chair of the Pew Health Professions Commission, formed by the Pew Charitable Trusts of Philadelphia to prompt national reform in the education of health care professionals, including doctors, dentists, nurses, pharmacists and others. Dr. Richardson, who specializes in health care organization and financing, holds an appointment in the Johns Hopkins School of Hygiene and Public Health as a professor of health policy and management and occasionally finds time to teach a class at the school.

His M.B.A., earned in 1964, and Ph.D., in 1971, are from the University of Chicago Graduate School of Business; he has written and lectured extensively on various aspects of the nation's health care system. He graduated from Trinity College in 1962 with a bachelor's degree in history.

Dr. Richardson served for 13 years at the University of Washington as, successively, a faculty member, chairman of the Department of Health Services, associate dean of the School of Public Health, and graduate dean and vice provost for research.

(MORE)

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In 1984, he became executive vice president and provost of The Pennsylvania State University, a position he held for six years.

He is a member of the Institute of Medicine of the National Academy of Sciences and a fellow of the American Public Health Association. He serves on a number of boards including those of the Kaiser Family Foundation, the Glenmede Trust Co. and its associated Pew Charitable Trusts, Mercantile Bankshares Corp., the Baltimore Museum of Art, the Greater Baltimore Committee, and Trinity College.

[redacted] (b)(6)

003

###

THE WHITE HOUSE

WASHINGTON

HILLARY RODHAM CLINTON
FIRST LADY OF THE UNITED STATES OF AMERICA

Hillary Rodham Clinton arrived at the White House after serving as First Lady of Arkansas for 12 years. During that time she worked as a full-time partner of a law firm, chaired an education committee that set public school standards in Arkansas, managed a home, and cared for her husband and child. On many occasions, Hillary Clinton has spoken about the need "to find the right balance in our lives." For her, the elements of that balance are family, work, and public service.

Hillary Diane Rodham was born in Chicago, Illinois, on October 26, 1947, daughter of Hugh and Dorothy Rodham. She and her younger two brothers grew up in Park Ridge, Illinois, as a close-knit family. An excellent student, she was also a Girl Scout and a member of the local Methodist youth group. Hillary also enjoyed sports and was always interested in politics.

She entered Wellesley College in 1965. Graduating with high honors, she moved on to Yale Law School, where she served on the Board of Editors of the *Yale Review of Law and Social Action*. While at Yale, she developed her special concern for protecting the best interest of children and their families. It was there that she met Bill Clinton, a fellow student.

In 1973, Hillary became a staff attorney for the Children's Defense Fund. A year later she was recruited by the Impeachment Inquiry staff of the Judiciary Committee of the U.S. House of Representatives to work on the Watergate Impeachment proceedings.

Hillary left Washington and "followed her heart to Arkansas," marrying Bill Clinton in 1975. The couple taught together on the law faculty of the University of Arkansas at Fayetteville. Their daughter, Chelsea, was born in 1980.

As First Lady of Arkansas, Hillary continued to work tirelessly on behalf of children and families. In addition to chairing the Arkansas Education Standards Committee, she founded the Arkansas Advocates for Children and Families. She introduced a pioneering program called Arkansas' Home Instruction for Preschool Youth, which trained parents to work with their children in preschool preparedness and literacy. Hillary also served on the board of the Arkansas Children's Hospital. In recognition of her professional and personal accomplishments, Hillary was named Arkansas Woman of the Year in 1983 and Arkansas Mother of the Year in 1984.

Like her predecessors, Hillary Rodham Clinton brings to the role of First Lady of the United States her own special talents, experience, style, and interests. The President appointed her to head his Task Force on National Health Care Reform, one of his highest priorities on taking office.

DONNA E. SHALALA

Secretary of Health and Human Services

Donna E. Shalala, U.S. Secretary of Health and Human Services, has been an educator, a pioneer, and a public servant for her entire career.

As Chancellor of the University of Wisconsin-Madison from 1988-1993, she was the first woman to head a Big Ten University. Prior to that, she served as president of Hunter College at the City University of New York for eight years, and as Assistant Secretary for Policy Development and Research at the Department of Housing and Urban Development during the Carter Administration.

A leading scholar on the political economy of state and local governments, Dr. Shalala has held tenured professorships at Columbia, CUNY, and Wisconsin. From 1962-1964, she served in the Peace Corps in Iran.

Since taking the helm at HHS, Secretary Shalala has shifted the focus of the Department to the everyday needs of all Americans. As a member of the President's Task Force on Health Care Reform, she has attended hearings and forums nationwide to hear first-hand from the American people about their health care concerns.

Under her leadership, HHS is playing a leading role in the design and implementation of health care reform. Among the landmark initiatives she has spearheaded are a national preschool immunization campaign, preventive health care, and full support for AIDS research, treatment, and prevention.

In her first months at HHS, she has provided very strong leadership for biomedical research and has attracted some of the nation's foremost health and social policy experts to top leadership positions at HHS.

In announcing her appointment, then-President-elect Clinton noted her "astonishing leadership" -- and her love of mountain climbing. Of all the mountains Donna Shalala has scaled, HHS may be the highest.

<u>ADDITIONAL INFORMATION</u>

Nominated:	January 20, 1993
Sworn-in:	January 22, 1993
Born:	February 14, 1941, Cleveland, Ohio
B.A.:	Western College for Women, 1962
Ph.D.:	Maxwell School of Citizenship and Public Affairs, Syracuse University, 1970

May 1993/H

GOOD AFTERNOON

SANDWICH SELECTIONS

Served with crisp fries, lettuce and tomato

FAYETTE BURGER
8 oz. freshly ground beef broiled to perfection topped with cheese
$6.75

JACKIES BURGER
8 oz. freshly ground beef topped with cheese, bacon and smothered in onion
$7.50

FRENCH DIP
Rare roast beef shaved thin and served on a French loaf au jus
$7.95

REUBEN SANDWICH
Grilled rye bread with corned beef, swiss cheese, sauerkraut and russian dressing
$7.95

PHILLY CHEESESTEAK
Philadelphia style served on a steak roll topped with American cheese
$7.95

BLACKENED CHICKEN
Boneless breast of chicken with our own cajun spices on a kaiser roll
$7.50

MONTE CRISTO
Ham, turkey and swiss cheese sandwich, dipped in egg batter and grilled to a golden brown, served with fresh fruit and poppy seed dressing
$8.95

Served with potato chips, lettuce and tomato

THE JACKIES CLUB
Slices of fresh breast turkey, crisp bacon, cured ham, swiss cheese, lettuce and tomato
$7.25

CHICKEN ALMOND CROISSANT
Chicken almond salad garnished with lettuce and tomatoes in a freshly baked croissant
$6.95

ENTREES

Served all day with a tossed garden salad, choice of freshly made dressing, and fresh vegetables or potato or rice

CHICKEN SESAME
Plump and tender chicken deep fried and served with honey mustard dressing
$10.95

BAKED STUFFED SHRIMP
Jumbo shrimp stuffed with crabmeat, served with a lemon butter sauce
$15.95

FRESH FISH CATCH
Changes daily. Your server will offer the freshest available
Market Price

MARYLAND JUMBO CRABCAKES
Two of Maryland's finest crabcakes from our own recipe
Market Price

CHICKEN PARMESAN
Boneless breast of chicken topped with Italian sauce and parmesan cheese
$10.95

SHRIMP CAPELINI
Sauteed shrimp on a bed of capelini in a red wine and marinara sauce
$11.95

JUST FOR KIDS

Served with fries and mixed fruit cup
$3.95

Kids Burger
Grilled Cheese Sandwich
Peanut Butter and Jelly Sandwich
Chicken Tenders

Omni Menu

GOOD AFTERNOON

APPETIZERS

SHRIMP COCKTAIL
Served with remoulade or cocktail sauce
$8.25

DELI PLATE
Seasonal fruit, cheese and shaved meat
$8.95

BAKED BRIE
Brie baked with almonds on a bed of apples, served with french bread
$6.95

GARDENS CRUDITE
Full array of garden's freshest vegetables, accompanied by a sauce for dipping
$5.95

NACHOS SUPREME
Freshly fried corn chips topped with melted cheese, chili, jalapenos, guacamole and sour cream
$6.95

BUFFALO WINGS
Hot, spicy and ready for dipping in our own bleu cheese sauce served with celery sticks
$6.95

DEEP FRIED POTATO SKINS
Smothered in melted cheese and served with sour cream, chives and bacon
$5.95

OVERSTUFFED BAKERS
Large baked potatoes stuffed with your choice of bacon & cheese or vegetables & cheese
$5.00

MIDWEST BEEF CHILI CROCK
Topped with cheese, onion and jalapenos
$3.50

SMOKED SALMON BAGEL & CREAM CHEESE
$9.95

SOUP

Cream of Crab
$3.50 cup $4.95 bowl

Chef's Soup of the Day
$2.95 cup $3.95 bowl

French Onion Soup
Our specialty topped with Swiss cheese
$3.50 cup $4.95 bowl

SALADS

FRUIT FESTIVAL
The seasons freshest bouquet with a delicate honey yogurt dressing
$7.95

GRILLED CHICKEN SALAD
Boneless breast of chicken sliced atop fresh garden greens served with bread
$7.25

COBB SALAD
Bed of greens covered with diced tomato, avocado, chopped eggs, bacon, blue cheese and chunks of chicken breast
$7.95

THE BEST SALAD
Chunks of crab and sliced almonds in a light dressing, served on a bed of greens with avocado and house dressing
$8.95

TACO SALAD
Spiced beef, fresh greens, cheese, tomato, olives and peppers topped with sour cream and salsa
$7.25

CHESAPEAKE CAESAR
Crisp romaine lettuce with caesar dressing topped with crabmeat
$8.95

JACKIE'S HOUSE SALAD
Trio of romaine, iceberg lettuce and watercress, tossed with bacon, croutons, parmesan cheese and red onions, choice of dressing
$2.95

8

Education Alternatives, Inc
Office of Public Relations - Room 151
1500 Harlem Avenue
Baltimore, Maryland 21217

ITINERARY FOR FIRST LADY VISIT
Monday, April 18, 1994

12:30 ~~1:00~~ **Arrival** Sarah M. Roach Elementary
3434 Old Frederick Road
Baltimore, Maryland 21229

Welcome by Principal Anne Moore and four forth grade students.

F Kelly Farrell, age 9
M Antonio Champion, age 9
F Deon Pinder, age 10
M DeErnie Whitehead , age 10

1:05 **Private Meeting (Closed to press. EAI photographer present)**

Dr. Walter G. Amprey	Superintendent, Balto. City Public Schools
Dr. David Bennett	President, Education Alternatives, Inc.
Dr. Lillian Chung	Harvard School of Public Health
Mr. Bob Dickhaus	President, Johnson Controls World Services
Dr. Mae Gaskins	Vice-President, EAI
Mr. John Golle	Cheif Executive Officer, EAI
Mr. Nat Harrington	Public Relations Director, BCPS
Ms. Patrice Martin	Public Relations Coordinator, EAI
Ms. Anne Moore	Principal, Sarah M. Roach
Mr. Bob Parham	Baltimore Project Director,JohnsonControls
Mr. Joe Scherer	Computer Curriculum Corp.
Dr. Dru Stafford	Baltimore Project Director, EAI
Ms. Lory Sutton	Communications Director, EAI
Mr. John Walton	Board of Directors, EAI
Mrs. Christy Walton	Wife of John Walton

1:35 **Tour of School**
Mrs. Clinton, Dr. Amprey, Principal Moore, Mr. John Golle [redacted]

Visit Ms. Braxton's class - Room 211

Visit Computer Lab - Room 202
Mr. John Davis and Mrs. Elizabeth Williams

2:00 **Question and Answer Period** - Multi-Purpose Center
- approximately 200 students
- members of the Alliance
- congressional delegates

SECTION: LOCAL; Ed. 1,2,3,4; Pg. B-1

LENGTH: 1158 words

HEADLINE: Teacher union raps company's role in Baltimore schools

BYLINE: SHARON L. JONES
Staff WriterF COLUMBIA 20500

BODY:

A national teachers union has released a highly critical report of Education Alternatives Inc., the for-profit company that is seeking to form a partnership with San Diego public schools.

In its analysis of EAI -managed public schools in Baltimore, the American Federation of Teachers said pupils have suffered as the Minneapolis firm has implemented its Tesseract educational program.

Baltimore school district officials and EAI representatives dismissed thestudy as part of a labor campaign against corporate school reform efforts.

"It just makes it more clear to me that unions have made a decision that they are going to prevent EAI from going into any school, regardless of what we are trying to do," said Robert Pohl, EAI's California representative.

For the company's critics, the report released last week substantiated their suspicions.

"I'm personally not surprised," said John de Beck, president of the governing board of the San Diego Unified School District. "The idea that anybody can come in and fix public education that quick is ridiculous."

In its report, the union said pupils' test scores declined at EAI's eight elementary schools during its first year of operation, while scores at non-EAI schools in Baltimore posted a modest gain.

It also said EAI saved money by returning disabled children to regular classrooms without providing required training and support services. It also questioned EAI's use of federal money for disadvantaged youth.

EAI schools received as much as $500 more per pupil than other Baltimore public schools, the report said.

It said an Arthur Anderson audit revealed that EAI made "at least $2.6 million in profits, while cutting staff, increasing class sizes and reducing services to students."

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In a news release, Nat Harrington, spokesman for Baltimore city public schools, accused the teachers union of distributing inaccurate information and making misleading statements.

"To the extent the unions, out of their own self-interests, succeed in misleading the press and the public using misinformation in this way, public education reform efforts to help students in Baltimore and nationwide could be slowed," the release said.

A Baltimore district audit revealed problems with EAI's mainstreaming of special education children, but the company has since made progress, the district's release said.

The news release also noted that Baltimore's standardized test was given in March last year before many parts of EAI's educational program, including classroom computers, were in place. The Baltimore district has hired an independent contractor to evaluate EAI's program later this year.

" Baltimore educators say they don't expect reliable data on student performance in the Tesseract program until the program has been in place about three years," the release said.

The report by AFT -- which represents some 850,000 teachers -- is the latest in a series of setbacks for Education Alternatives.

In the fall, the company seemed to be on the verge of a major breakthrough into the billion-dollar public education market. Several cities, including San Diego, seemed interested in letting the company manage some schools.

The company's stock hit its peak -- $48 -- in November as San Diego Superintendent Bertha Pendleton and board members Shirley Weber and Ron Ottinger traveled to Baltimore to view nine schools under EAI's supervision.

Top company officials -- including John Golle, chief executive officer -- cashed in volumes of stock.

But negotiations in San Diego, Washington and other cities have failed to produce any contracts outside of Baltimore. The stock began a downhill slide. It closed Friday at $11.75 per share.

A group of stockholders have filed a class-action lawsuit accusing EAI officials of misleading accounting methods and of hyping their business prospects.

In San Diego, teacher opposition to the concept of privatization led the five-member board and district leaders to step back from the idea of imposing EAI at some academically low-performing schools.

Instead, in February, the board passed a resolution supporting the concept of privatization, encouraging schools to consider forging a partnership with EAI.

"It started with a lot more enthusiasm than it ended up with," de Beck said of the district's talks with EAI. "It just fell apart. It fizzled, like a firecracker that someone lit the fuse and that just died down."

Kay Davis, executive director of the Greater San Diego Chamber of Commerce Business Roundtable for Education, and Pohl have met with around a dozen school principals and a few school staffs to no avail.

"This is not a practical way to get a new concept in," said a discouraged Davis. "It's very, very difficult. Change is scary. I'm sure it will please the union to know that we are struggling."

A former school board member, Davis was the recent target of what she called a "hit piece," produced by the San Diego Teachers Association, which opposes EAI.

A flier recently distributed to teachers noted that Davis is a voting board member of the State Teachers Retirement System, which includes 8,000 shares of EAI stock in its portfolio.

It also pointed out that John Walton of the Wal-Mart family and a member of the Business Roundtable, "Kay Davis' employer," also sits on EAI's board of directors.

Davis said she didn't know that the teachers' pension owned any shares in EAI until recently. As to the reference to Walton, she said, "I don't know that I would call him my employer. I think that is misleading."

Pohl is still optimistic that a few San Diego schools will decide to go partners with the company in a charter-school project that could be in operation during the 1994-95 school year.

Under a state law intended to free schools from rules that many educators feel restrict reform, charter schools can operate largely independent of local administrators and ignore labor agreements and the state Education Code.

"There are conversations that need to take place with people I'm working with over the next couple of weeks," Pohl said, in a phone interview from his home in Los Angeles.

Both Pohl and Davis declined to name the schools considering a partnership with EAI, though it is known that they have met with school officials in the Mira Mesa and Point Loma regions.

Meanwhile, a representative with EAI's competitor in private-public school reform, Edison Project, has met with labor union representatives and is scheduled to make a presentation to the Business Roundtable.

Edison Project, a private reform venture established by media entrepreneur Christopher Whittle, recently won approval in Massachusetts for three charter-school applications.

"We have no intent to take over large numbers of schools," said Mark Silzer, Edison's California representative. "In 1995-96, we will open a few dozen schools across the country.

LANGUAGE: ENGLISH

LOAD-DATE-MDC: April 5, 1994

U.S. Newswire

March 28, 1994

SECTION: ASSIGNMENT DESK, DAYBOOK EDITOR, EDUCATION WRITER

LENGTH: 266 words

HEADLINE: American Federation of Teachers to Hold News Conference Wednesday to Assess Private Company's Management of Public Schools

CONTACT: Donna Fowler of the American Federation of Teachers, 202-879-4482

BODY:

News Advisory:

A new report by the American Federation of Teachers assesses the first-year performance of the most extensive experiment with private management of public schools currently underway in the United States.

Education Alternatives Inc. is the private, for-profit company that manages several Baltimore public schools -- and is trying to take over schools in a number of public systems around the country, including Washington, D.C.; San Diego, Calif.; Milwaukee and Madison, Wisc.; Hartford and New Haven, Conn.; Portsmouth, Va.; Little Rock, North Little Rock and Pulaski County, Ark.; Piscataway, N.J.; Pinckney, Mich.; and in Massachusetts.

The AFT report examines EAI's impact on student achievement, school finances, and remedial and special education.

WHO: Greg Humphrey, American Federation of Teachers WHEN: 11 a.m., Wednesday, March 30
WHERE: American Federation of Teachers
9th Floor Conference Room
555 New Jersey Ave., N.W.

(Near Union Station)

LANGUAGE: ENGLISH

LOAD-DATE-MDC: March 28, 1994

U.S. Newswire

March 22, 1994

SECTION: METRO DESK, EDUCATION WRITER

LENGTH: 816 words

HEADLINE: Baltimore Teachers Union Warns City Against 'Bailout' of Private School Management Firm

CONTACT: Linda Prudente of the Baltimore Teachers Union, 410-358-6600

DATELINE: WASHINGTON, March 22

BODY:

Leaders of the Baltimore Teachers Union will testify Wednesday against a proposed "bailout" by city officials of Education Alternatives Inc. (EAI), a private, for-profit firm that manages several public schools in Baltimore.

EAI was the subject of recent controversy in Washington, when the D.C.school board voted against Superintendent Franklin Smith's proposal to bring in EAI to manage several failing district schools. Union officials will testify at a Board of Estimates meeting against a proposed increase in funding for EAI. They contend that EAI mismanaged special education and remedial education funds, resulting in fewer services to children and violation of special education requirements. Despite these irregularities, the Board of Estimates is considering giving an additional $2 million to EAI, which the union will argue is completely unjustified.

The Board of Estimates meeting will be held tomorrow, March 23, at Baltimore City Hall, 100 N. Holliday St., room 215, at 9 a.m.

LANGUAGE: ENGLISH

LOAD-DATE-MDC: March 22, 1994

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Star Tribune

March 11, 1994, Metro Edition

SECTION: Marketplace; Pg. 3D

LENGTH: 177 words

HEADLINE: In brief

BODY:

- Education Alternatives Inc. (EAI), Bloomington, said Baltimore's Board of Estimates has approved a five-year management contract for EAI to provide management services to William H. Lemmel Middle School in Baltimore. Under the terms of the agreement, EAI will receive the school district's average full-time equivalent amount of $ 5,918 per student. The full-time equivalent enrollment of the school is about 1,400 students.

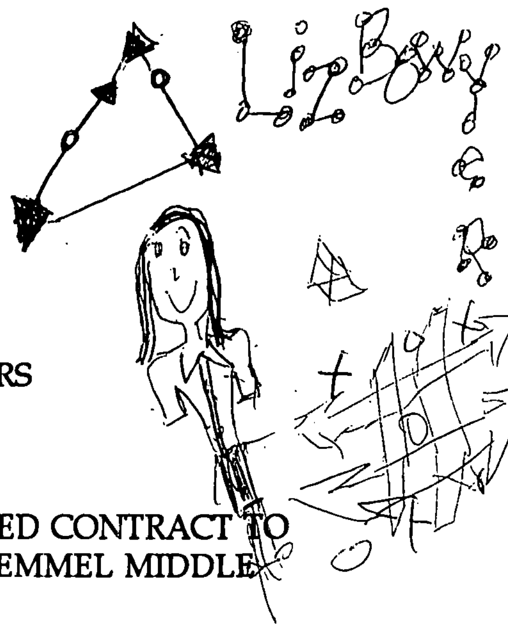
- SnowRunner Inc., St. Paul, said it has completed its initial public offering of 1.9 million common shares at $ 4.87 1/2 per share. The company received net proceeds of $ 7.4 million from the sale of 1.75 million of the shares. A selling shareholder of the company sold 150,000 shares of the offering, and the company issued the remaining 150,000 shares to that shareholder in exchange for the cancellation of indebtedness. SnowRunner plans to use the proceeds to develop new products, repay interim financing debt and fund royalty payments related to its patents and trademarks, and for marketing and working capital.

LANGUAGE: ENGLISH

LOAD-DATE-MDC: March 11, 1994

PR Newswire

March 9, 1994, Wednesday



SECTION: Financial News

DISTRIBUTION: TO BUSINESS AND EDUCATION EDITORS

LENGTH: 381 words

HEADLINE: EDUCATION ALTERNATIVES INC. AWARDED CONTRACT TO PROVIDE MANAGEMENT SERVICES TO WILLIAM H. LEMMEL MIDDLE SCHOOL IN BALTIMORE

DATELINE: MINNEAPOLIS, March 9

BODY:

Education Alternatives Inc. (EAI) (NASDAQ: EAIN) announced today that Baltimore's Board of Estimates has approved a five-year management contract for EAI to provide management services to William H. Lemmel Middle School in Baltimore. This brings the total number of schools EAI serves in Baltimore to 12.

EAI will work in partnership with Lemmel's school improvement team (SIT) and under the direction of Superintendent Walter Amprey, to implement the SIT's plan to increase student performance and achievement. The school improvement team includes school staff, parents, administrators and community representatives.

Through the Alliance for Schools That Work, EAI will subcontract with KPMG Peat Marwick and Johnson Controls World Services to provide the school with financial and facilities management services. Plans to implement the contract are in place and will begin with improving the physical plant.

Under the terms of the agreement, EAI will receive the school district's average full-time equivalent (FTE) amount of $5,918 per student. The actual FTE enrollment of the school is approximately 1,400 students.

This is EAI's second management contract with a middle school in Baltimore City. "We view this additional contract in part as an affirmation of the many changes we have helped Harlem Park Middle School achieve, including a 12-percent increase in attendance," said John T. Golle, chairman and chief executive officer. "We look forward to working with the school staff, parents, administrators and community members who best understand the needs of the children they serve at Lemmel."

Dr. Amprey plans, by next school year, to move all Baltimore City schools to school-based management, under the guidance of school improvement teams. "EAI's specialized services will help the school leadership move forward with its plans for real improvement," he said.

Education Alternatives Inc. provides private management of public schools and sells proprietary products and consulting services to public and private schools. The company currently provides services to 15 schools under various management and consulting contracts with enrollment over 8,400. CONTACT: Lory Sutton of Education Alternatives, 612-832-0092

LANGUAGE: ENGLISH

LOAD-DATE-MDC: March 10, 1994

Star Tribune

March 11, 1994, Metro Edition

SECTION: Marketplace; Pg. 3D

LENGTH: 177 words

HEADLINE: In brief

BODY:

- Education Alternatives Inc. (EAI), Bloomington, said Baltimore's Board of Estimates has approved a five-year management contract for EAI to provide management services to William H. Lemmel Middle School in Baltimore. Under the terms of the agreement, EAI will receive the school district's average full-time equivalent amount of $ 5,918 per student. The full-time equivalent enrollment of the school is about 1,400 students.

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LANGUAGE: ENGLISH

LOAD-DATE-MDC: March 11, 1994

The Washington Times

March 8, 1994, Tuesday, Final Edition

SECTION: Part C; METROPOLITAN TIMES; Pg. C2

LENGTH: 871 words

HEADLINE: Out goes EAI and hope for better schools

BYLINE: Adrienne T. Washington Times; THE WASHINGTON TIMES

BODY:

Too bad.

D.C. Schools Superintendent Franklin Smith has erred in suddenly scrappinghis proposed public-private partnership venture for the District's beleaguered school system.

I use the term public-private partnership venture because to call it by anyother name - especially by the bugaboo buzzword privatization - sends chills up folks' spines.

Why is that? Is it because they totally misunderstand the concept? Or dothey understand the concept but fear change?

No doubt folks fear anything new or different invading their comfortable,complacent world. But as I've said repeatedly, changes very often are for the better.

These reforms should not be yanked before they've been given an objectivelook and a limited trial. These changes may possibly be the only way to save public education as we know it.

Mr. Smith is simply trying to do his job - educate children. Districtschool children who have been neglected and miseducated for far too long.

When will my provincial kinfolk in the District put their petty politics,pride and downright dumbness aside and start thinking about the children? It's so easy to sit back and complain. It's so easy to challenge proposed changes. But it's awfully hard for the naysayers to come up with concrete suggestions themselves.

Meanwhile, the children suffer.

The Washington business community understands why good schools are anecessary component of thriving economic development. That is why it backed the superintendent's innovations. Now the business community is rightfully concerned that it will be another year before the reforms are implemented, if at all. It will suffer too because of the delay.

The public-private partnership venture with Education Alternatives Inc.(EAI) was the centerpiece of Mr. Smith's overall education reform package known as BESST, Bringing Educational Services to Students.

The thrust of the package is to give parents and educators an opportunity tomove ahead with school-based management, which is what they all say they need and want. Better to spend more tax dollars directly on students than on school administrators and a bloated bureaucracy.

Admittedly, I initially wondered why a private company should be hired to dowhat the D.C. Board of Education, the superintendent, administrators, principals, teachers, custodians and cafeteria workers are already paid to do. So did Mr. Smith.

But the superintendent is a man who exhibits a trait that's rare along thePotomac shores - he's able to keep an open mind. He appears to have the best interest of his 80,000 charges at heart, not that of his own career.

Mr. Smith is painfully aware that the District's children can't wait. Theyneed radical reforms. They need new textbooks, computers, retrained teachers and safe, repaired buildings. They need those things now.

He also knows the political likelihood - next to none - of getting moretaxpayer dollars for a massive overhaul of the crumbling school system, given the current state of District finances.

Rather than risk losing most of the reforms in his plan, Mr. Smithcapitulated to his critics. He dumped the EAI project, which would have meant a large infusion of funds.

Big mistake. The school board should stand behind its main man, not "dis"him, as the kids say.

Something very basic and fundamental gets lost in the opponents' challenges:The private companies work for the school system as subcontractors. If they don't deliver, they don't get paid. They can be fired with little notice. They can't take their improvements with them.

More important, school employees remain school employees protected bycontracts negotiated with the school system.

As for those critics who charge that there is some underlying racist plot toturn the District's predominantly black school population over to "the white man," they ought to take a second look.

To be sure, EAI's founder is a white male, but almost all the EAI staffers Iwitnessed hard at work helping black children in Baltimore were themselves black. This is not to say, as some seem to suggest, that black teachers can best teach black students. It merely points out a fact.

What is most ironic about this divisive line of thinking is that in theDistrict, a private-schools-within-the-public-school-system already exists. Just look at who's enrolled in the Ward 6 cluster schools. Just compare the disparity in programs at Jefferson Junior High School in Southwest and Bruce Evans Junior High School in Northeast.

There is a reason why so many D.C. parents camp out overnight each springtrying to get their children into "the right" public school.

Mr. Smith's proposal to allow a private company to manage as many as 15city schools in underachieving communities would have gone a long way toward leveling the uneven playing field across the city.

The shelving of this misunderstood reform package is an unfortunate loss notonly for all the city's schoolchildren and their parents, but also for the District as a whole. It's too bad.

LANGUAGE: ENGLISH

LOAD-DATE-MDC: March 8, 1994

The San Diego Union-Tribune

December 16, 1993, Thursday

SECTION: LOCAL; Ed. 11; Pg. B-1:7,12,13; B-4:6,11

LENGTH: 734 words

HEADLINE: Private firm makes sales pitch to public schools

BYLINE: SHARON L. JONES
Staff Writer

BODY:

Education Alternatives Inc., the private, for-profit company seeking to run some ~~San Diego public schools,~~ made its first public presentation yesterday to an audience that included district employees wearing anti-EAI stickers.

During a special meeting of the San Diego Unified School District board, EAI officials gave a 1 1/2 -hour multimedia overview of the Minneapolis-based company's three-tiered approach to running schools.

No public testimony was allowed, though written questions from the audience were read by Shirley Weber, board president.

Weber said the presentation marked the beginning of a possible relationship between the board and EAI. She denied that the district has made any secret compacts.

"I hope we always keep our minds open to what comes along," Weber said, noting that other private companies have stepped forward to offer their services. "As long as we are alive and breathing, we ought to be learning."

At the meeting's end, John de Beck, incoming president of the five-member board, expressed skepticism that EAI was the answer to the ills of San Diego's low-performing schools.

"If it seems too good to believe, you shouldn't believe it," de Beck said.

EAI has operated two private schools in Minnesota and Arizona since the late 1980s, acted as a consultant at a Miami public school for 2 1/2 years and managed nine Baltimore public schools for 1 1/2 years.

Baltimore's Board of Estimates recently approved two contracts between twomore schools in Baltimore -- an elementary and a high school -- and EAI for janitorial and management services.

Among those participating in yesterday's presentation were John Golle, EAI's founder and chief executive officer, and David Bennett, EAI's president and former superintendent of schools in St. Paul, Minn.

Also speaking were representatives of the company's subcontractors: Johnson Controls World Services, which handles maintenance and janitorial services, and KPMG Peat Marwick, which manages financial services.

Walter Amprey, Baltimore's superintendent of schools, gave a speech and answered a few questions via an amplified telephone line.

Questions from the audience ranged from whether test scores have documented that the company's program works to collective bargaining issues.

Baltimore and EAI school officials say it's too early to tell how much thecompany's program has affected student performance. An outside educational audit of EAI schools is planned for the end of the 1994-95 school year.

Bill Crane, president of the San Diego Teachers Association, which has an initial position opposing EAI, protested the format of the special board meeting, which didn't allow any time for presentations by EAI critics.

A recent lawsuit failed against the Baltimore school district by the Baltimore teachers union challenges, in part, the financing structure of EAI schools.

In Baltimore, public schools have a financial incentive to sign up with EAI, as the company receives Baltimore's average cost per student, which for many schools is a higher figure than the true costs per student.

Today, EAI representatives will make a similar presentation at two community meetings: from 3 p.m. to 5 p.m. at Kearny High School, 7651 Wellington St., and 7 p.m. to 9 p.m. at Morse High School, 6905 Skyline Drive.

LANGUAGE: ENGLISH

LOAD-DATE-MDC: December 17, 1993

Business Dateline;
Warfield's Business Record

November 19, 1993

SECTION: Vol 8; No 47; Sec 2; pg B5

LENGTH: 1406 words

HEADLINE: Tesseract's second year in Baltimore City schools

BYLINE: William Bliss Endres

DATELINE: Baltimore; MD; US; South Atlantic

BODY:

For those who seek evidence that dramatic change is underway in Baltimore City Public Schools, the Tesseract project introduced during the 1992-1993 academic year into 8 city elementary and 1 middle school by Education Alternatives, Inc. (EAI) remains the most definite statement of the system's willingness to explore all available options. EAI, a Minnesota based firm which has operated a private Tesseract school in Eagan, Minnesota since 1987 and also operates South Pointe Elementary School in Miami Beach, Florida, has brought remarkable changes to the Baltimore schools it directs, and has become a national example of the role the private sector can play in public education.

When the 9 Tesseract schools opened in September of 1992, the contract between Education Alternatives and Baltimore City Public Schools was only a month old. As a result, EAI spent much of the 1992-1993 academic year introducing their philosophy and programs to faculty, staff, students, and parents who had learned of the comprehensive changes within their respective schools through the media. EAI also worked throughout the year to upgrade the physical plants of the participating schools.

The name "tesseract" is drawn from Madeleine L'Engle's children's fantasy novel A Wrinkle in Time, and can be defined as both a method of travel through time and a means for realizing one's ultimate personal potential and power. The challenges EAI faced in undertaking the 9 schools in Baltimore City were significant. As these schools near the mid-point of their second year, their progress seems equally so.

The introduction of the Tesseract model, which gives control of many aspects of these selected public schools to a private sector firm, has been greeted with both tremendous excitement and considerable suspicion. Dr. Patsy Baker Balckshear, writing in the June 1993 issue of School Business Affairs, notes: "The arrival of the Tesseract program in the Baltimore City Public Schools can be likened to the repeal of the blue laws in the retail industry-some considered it pure heresy. Similarly, the idea of the Tesseract schools is perceived as either betrayal of the public trust or the greatest feat of courage and genius ever displayed by a public school system."

The Tesseract program is the product of a joint venture between Education Alternatives, Johnson Controls, and KPMG Peat Marwick. Johnson Controls directs facility renovation and maintenance, Peat Marwick directs internal financial management, and Education Alternatives coordinates the joint effort and directs the curricular programs of the schools. EAI serves as the primary vendor or general contractor, and is paid on a per pupil basis of approximately $ 5,500/student. EAI pays the city $ 750/student as a facilities use and operation cost.

Despite charges that EAI was reaping unwarranted profits from the Baltimore City schools, EAI has documented that it made a $ 7.5 million capital investment in these 9 schools during 992-1993. This capital infusion included $ 579,000 in staff development programming for teachers, instructional interns, principals, and assistant principals; and $ 6.6 million in computers, instructional, and management technology. The technology budget for Baltimore City Public Schools for 1992-1993 was approximately $ 4.5 million.

In the Tesseract schools, Education Alternatives set out to merge form and function. EAI worked to communicate through renovated and enhanced facilities its philosophy that each child is important. EAI's President, David A. Bennett, notes that they began by creating "cleaner, brighter, safer" environments. They employed the expertise of Johnson Controls and Peat Marwick to repair heating and plumbing systems; upgrade food preparation areas and food service quality; install security cameras in staff parking lots; implement cost saving technology ranging from BG&E's lighting replacement plans to finding more efficient and effective ways to clean hallways and classrooms.

The Tesseract program's child-centered focus is also communicated to students, staff, and parents in the form of a teacher and a teaching intern in each classroom, individualized academic progress plans, regular teacher/parent conferences, and enhanced student access to computers and related instructional technology. School days begin with a morning meeting which unites the school community, and the individualized educational plans seek to incorporate programs which are directed at the unique learning styles of each child. Parents are actively encouraged to be a part of goal setting and progress determination, and regular parent/teacher conferences are held.

The Tesseract program promotes computer assisted instruction, and four computers are provided in each Tesseract classroom. Each school either has or will have, before the end of the 1993-1994 academic year, one or more computer labs containing 25 computers. Education Alternatives has contracted with Computer Curriculum

Corporation (CCC) to provide both the hardware and the software for the Tesseract schools; and under a unique agreement, CCC is responsible for consistently upgrading and maintaining the equipment and educational software. EAI Chairman and CEO, John Golle, estimates that each student in a Tesseract school has access to at least 20 minutes each day of direct computer use.

EAI also employs a computer based management system, known as FAMIS (Financial and Administrative Management System) which is maintained by Peat Marwick. Amidst this introduction of sophisticated technology, EAI has also added a number of telephone lines coming into each of its schools, improving communications between teachers and parents.

The Tesseract model stresses that humans learn through a variety of means, including hearing, seeing, speaking, and touching. While this is not a new approach, indeed Maria Montessori's method which she introduced in the early 1900's stresses the development both of individual student initiative and the utilization of a variety of experiential learning activities, this approach contradicts the systemwide standardization which has been the hallmark of education in the modern era. Not surprisingly, Tesseract schools see arts education as integral parts of their programs, enabling children to communicate ideas and emotions while they solve problems. Students are also encouraged to read entire works of literature in place of the commonly employed readers, providing additional opportunities for understanding context, meaning, and form.

Harlem Park Middle School, the only middle school presently participating in the Tesseract program, offers a self-contained magnet school in 1993-1994. Students may choose from the four programmatic areas, including a communications program which will teach children to use video cameras and a variety of audio equipment to explore and to record their worlds.

It may still be premature to judge Education Alternative's Tesseract program in Baltimore City; however, initial indications remain extremely positive. When ABC's Good Morning America visited Harlem Park Middle School in October of this year, and announced to the nation that Baltimore had bravely undertaken this public/private experiment, one had to be struck by the positive images of this revitalized school. It was difficult to remember that just a few short years ago parents had petitioned to keep their children from attending this same school.

Equally important, EAI reported in June of 1993 that: "Children in our schools have achieved gains of as much as 1.46 grade levels in core curriculum items during just the last three months." It will be on this basis of student progress that this overall experiment will be judged. Regardless of the outcome of this initiative, the Tesseract program has clearly shown: that schools can be child-centered and more efficient; that teachers and parents can benefit from ongoing training and enhanced communication; that technology has an important place in elementary and middle schools; that instructional technology and arts education can work together; and that children respond to clean, safe, inviting, and stimulating places within which to learn. The Tesseract experiment also remains a tribute to the courage and creativity of Dr. Grasmick, Dr. Amprey, and the city and state boards of education as they continue to search for solutions which serve children.

GRAPHIC: Photo

LANGUAGE: ENGLISH

LOAD-DATE-MDC: January 25, 1994

The San Diego Union-Tribune

November 12, 1993, Friday

SECTION: NEWS; Ed. 1,2,3,4,5,6; Pg. A-1

LENGTH: 1094 words

HEADLINE: Company operation of schools eyed here Board explores change for problem campuses

BYLINE: SHARON L. JONES
Staff Writer

BODY:

In what is believed to be the first venture of its kind in California, San Diego Unified School District officials are considering turning over as many as a dozen of their worst schools to a private company.

District officials have been secretly exploring since spring the possibility of contracting with representatives of Minnesota-based Education Alternatives Inc. (EAI).

About 18 people, including Superintendent Bertha Pendleton, board President Shirley Weber, union officials, principals and several parents, will begin a whirlwind three-day visit to EAI -run schools in Miami and Baltimore on Nov. 22.

The board would like to sign a contract with EAI by late December or early January so the company could complete staff training, campus renovation and computer installations by next fall, district officials said.

Many questions, though, remain unresolved about how such a contract could be reached under California law and what privatization would mean for district employees.

District officials say they have not committed themselves to anything yet and insist that they have not violated the state's Brown Act, which requires public disclosure, in their discussions so far.

"The point of going to visit is to see if it's worth bringing forward as a proposal," Pendleton said in a telephone interview from St. Louis, where she was attending a seminar. "I am going with my eyes open."

Said Weber: "On paper it looks very good. We want to get a good view of the sites. We want to meet with parents and teachers from the site, the kids going to the schools now. We want to meet the folks making it happen."

Weber said the schools likely to be affected are those south of state Route 94, including Lincoln High School and Horton and Kennedy elementary schools, as well as schools in Logan Heights.

"We've got some troubled schools where everything we've tried isn't working and we've got to try something different," said board member Ron Ottinger.

Students at EAI schools plan their own curriculums, work independently or in small groups, and work toward goals, not grades.

Education Alternatives Inc. currently operates nine schools in Baltimore under a five-year agreement that the city can cancel at any time with 90 days' notice. It also runs a school in Dade County, Fla.

What makes the deal possible in California -- and attractive to the district -- is recent legislation creating charter schools.

Charter schools, which can be operated by an individual, a group or a private company, legally can ignore local collective-bargaining agreements and state education regulations that many believe are hampering educational innovation.

"The charter legislation allows a company like us to come in and work cooperatively with school administrators," said John Golle, a former business consultant who founded EAI.

However, potential charter schools must demonstrate strong teacher support before they can be approved, and teachers' unions in some EAI schools are not overly supportive of the company's practices.

According to news reports, EAI made its first profit in the fiscal year that ended June 30, a net of $1.1 million on revenue of $30 million.

In Baltimore and Dade County, the company has spent millions of its own money to upgrade campuses with computers and telephones in every classroom and to install a strict cost-accounting and budget system.

Staff members were given the option of staying with the EAI-operated schools or transferring to other district schools, an option that Golle said would be offered to San Diego Unified employees as well.

While teachers who stay at the privatized schools would remain district employees, classified employees who opt to stay would become employees of a Seattle-based subcontractor.

In Baltimore, 24 of 184 teachers and 79 classified employees transferred to other schools before Education Alternatives took over. Only one classified employee joined Seattle-based Johnson Controls, Golle said.

Many of those hired to replace classified staff members were relatives of students attending the schools, he said.

In a measure disliked in Baltimore by labor unions, EAI requires that teacher's aides have college degrees and be working toward teaching credentials. It also holds teachers accountable for student performance.

The San Diego schools' discussions with Education Alternatives Inc. began at the urging of the San Diego Chamber of Commerce's Business Roundtable for Education.

"It's our fault if it works or doesn't work," said Kay Davis, the round table's executive director, who is a former city school board member. "I think it ties in beautifully with the defeat of Proposition 174. Is there a better way to do public education?

"We are ecstatic about the concept. It's a charter school to cut through the bureaucracy but with the business expertise to run the facility plan and personnel."

Will bringing in a company that can afford to clean up schools and dramatically boost available computer technology make a difference in test scores?

"It's somewhat a leap of faith," board member Sue Braun said.

LANGUAGE: ENGLISH

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Business Dateline;
Minneapolis-St Paul CityBusiness

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LENGTH: 1500 words

HEADLINE: Some Give Education Alternatives Poor Marks

BYLINE: Kevin Maler

DATELINE: Minneapolis; MN; US; Midwest

BODY:

Education Alternatives Inc.'s first major test of its radical, for-profit approach to managing public schools has begun with demerits, as teachers, union officials and parents in Baltimore charge that the Minneapolis company is not living up to its promises.

Education Alternatives (EAI) closed a five-year contract with the city of Baltimore in July to manage nine o fits inner-city schools. Under the agreement, EAI receives city money--$ 26.5 million or $ 5,500 per student per year--earmarked for the schools. EAI in turn assumes the schools' financial obligations.

EAI went public in May 1991, and has accumulated net losses of $ 8.5million as of March 31, 1992, according to financial statements. The company, with revenues in fiscal 1992 of $ 2.9 million, says it can manage the schools better than the public sector and make a profit at the same time. The approach has been hailed as a way to improve troubled public schools.

The Baltimore contract is EAI's largest and, because it will run inner-city schools, arguably its most difficult. Other school districts that are considering the company's services, as well as education experts, are watching its performance closely.

EAI officials say the company's reception in Baltimore has been good and point out that the company is facing a large task.

"Keep in mind this is not a cake walk," said John Golle, chairman and CEO of EAI, saying that one of the nine elementary schools is the second worst in the state. Toilets didn't work and children defecated in broom closets, he said. "No person of economic mobility would send their children to these schools."

EAI has spent $ 250,000 to improve the physical plant in the buildings. Teachers and staff agree that the changes are noticeable. But they say other promises for computers, copy machines and telephones have not materialized and that some teachers are working without all of their textbooks.

"Cosmetically, they're doing some things. But from a teacher's perspective, we have more plants...so what?" said Lynda Nusinov, a teacher and building representative for Sarah M. Roach Elementary school. Surface changes aside, she said, "There's a climate here, and it's really nasty."

She said implementation of EAI's learning program, called Tesseract, has been "absolutely the worst it could be." She said she was informed on Aug. 5 that hers was a Tesseract school and that she could transfer to another school if she wanted to. She had until Aug. 6 to decide, she said.

"My question was, 'What's Tesseract?'" The program, as she has come to find out, emphasizes nontraditional and less regimented methods of teaching. According to ~~Nusinov and~~ others, it includes some features that were already in place.

"Tesseract appears to have some nice ideas but it's nothing we haven't seen before," she said. "The semantics are different. They call it journal writing. We call it diary."

Nusinov said that while she supports the ideas generally, implementation has been poor, with little PR or training support. "There was no PR work done. EAI came in and they didn't care. Their assumption was the teachers would immediately buy into it, that the parents would buy into it."

Nusinov said she was concerned that an entirely nonstructured approach might not work for inner-city children whose lives already have so little structure. She also said there is a lack of resources to implement the new curriculum.

Nusinov said her classes have yet to receive the appropriate reading textbook and that they don't have the proper workbook to go with it. She said she can't get an answer on when desktop computers that are to link all teachers will be in place. "They say maybe December, that they're still out for bids."

Curtis Anderson, PTA president for Sarah Roach Elementary, paints a similar picture. He offered his resignation at a recent PTA meeting, angry, he said, that he could not get answers about changes in the school's curriculum. Other parents, he said, refused to accept the resignation.

"It upset me so bad the way they brought it in. Basically they said, 'We have a new program called Tesseract, so deal with it.'" said Anderson. "What they're saying is since the parents aren't smart enough to help the school educate the children, it (Tesseract) will be automatically accepted."

Anderson agreed that equipment deliveries were slow and asked why teachers needed ~~private phones in their~~ rooms anyway. "The sad part is they are using city kids as guinea pigs for whatever it is coming down the line."

Nusinov said the school now has fewer services. Students have been mainstreamed out of expensive special education classes. Special art and music classes have been ~~eliminated and handed~~ over to homeroom teachers. ~~"What are we getting for our money?" she said.~~

Barbara Cruise, a teacher at Harlem Park Middle School, said the school's staff had been cut from 88 to 47, and that as a result teachers there no longer receive the one-hour-a-day prep time stipulated in their contract. A class-action suit has been filed in the matter, she said.

But Cruise, among others, believes EAI is acting in good faith. "I do see EAI trying to act on our concerns," she said. EAI has promised to increase staff by Oct. 5, she said.

Others also take a moderate view, though they too are critical. "I would say I'm slightly concerned," said Gussy Goodman, a teacher at Harlem Park Elementary. "But from the beginning there was not enough information, and even still we have a lot of unanswered questions."

Golle insists that the dissent is not widespread and that what conflict there is stems from EAI's dispute with the Baltimore Teachers Union over the use of teacher's aides called "paraprofessionals." Golle wants to replace higher-paid paraprofessionals, who are represented by the union, with lower-paid "interns."

"Their issue if you blow away the smoke is not with teachers, it's with the paras. I'm sure you could find someone who's not satisfied. But the vast majority would not say that. The principals think we're getting off to a good start," Golle said.

Michael Moe, a securities analyst with Dain Bosworth Inc. in Minneapolis, said the controversy is limited and stems from "union idiots protecting their turf."

"It's inconsequential," Moe said. "Everybody I talk to feels they're making progress," he said.

How well EAI does in Baltimore could affect the company's future. according to Moe. The company now has a consulting contract to manage a model Tesseract school in Dade County, Fla. It operates privately-owned, for-profit schools in Eagan, Minn., and Paradise Valley, Ariz.

"There are nine states where (state officials have) taken control of local schools because of mismanagement," said Moe. All of those districts offer "a natural fit" with

EAI, he said; the districts are watching EAI's performance in Baltimore.

EAI's stock has been on a roller-coaster ride over the last week and a half, the effect of scrutiny by the national press. The stock fell to $ 10 a share last week, came back up to $ 12, and hit $ 14.50 on Sept. 29. On Thursday it fell back to $ 13.50 when news broke that Golle had sold off 100,000 shares at $ 12 each to company insider Richard Burke, a director for Education Alternatives.

The stock initially went public at $ 4 a share, according to Moe. The company made a second offering about a month later at $ 7 a share.

Meanwhile, the issue of replacing paraprofessionals continues to rankle. Interns, who have college degrees but no teaching certificate, get around $ 7 an hour. Paraprofessionals are not required to have a college degree, but most make around $ 10 an hour because of their experience.

Both sides differ on the qualifications of paraprofessionals. Golle says interns are college graduates looking to enter the teaching profession. Nusinov says they are not aspiring teachers and have taken the jobs while they find jobs in their real field.

In many classrooms, EAI now has three adults: a teacher, a paraprofessional and an intern. The company would also like to replace union-affiliated office secretaries with EAI secretaries, and for the moment, it has double-staffed many of those positions as well.

The double staffing is presumably driving up costs for EAI. Company President David Bennett recently told The Wall Street Journal that the settlement with the union placed costs above the company's allotted $ 5,500 per pupil. Golle said, however, that the company is making a profit on the Baltimore contract.

Golle points to efficiencies in food service and maintenance systems to explain the profits. "There's that much money in the system," he said.

Irene Dandridge, president of the Baltimore Teachers Union, said the company has squandered much of the goodwill of the schools' staff.

"They should have anticipated this," said Dandridge. "You can't displace half the staff and replace them with $ 7-an-hour interns..

They're going to have to learn to work with us and not against us."

LANGUAGE: ENGLISH

LOAD-DATE-MDC: January 24, 1994

Draft -

Principal

April 15, 1994

ATTENTION: News Desks, assignment desks, education reporters

MEDIA ALERT

WHEN: April 18, 1994 – 1:00 pm EDT -- 10:30

- park

WHERE: Sarah M. Roach Elementary School
3434 Old Frederick Road
Baltimore, Maryland 21229 Report

WHAT: First Lady Hillary Clinton will visit Sarah M. Roach Elementary School in Baltimore City for a first hand look at the cutting edge of educational reform. Sarah Roach Elementary is one of twelve Baltimore schools that have garnered national attention for substantive reforms developed and implemented through a unique public-private partnership. Management of the schools has been contracted out to a private consortium led by Education Alternatives Inc. (EAI).

By introducing management efficiencies, private capital and an innovative teaching model called Tesseract®, EAI is rebuilding the physical and educational environments of these once struggling schools. The Clinton administration has identified such innovative partnerships as an important option for achieving the national education goals contained in the "Goals 2000: Educate America Act," signed by the President on March 31.

AGENDA: Student-led tour of the school, followed by a question & answer session between students and the First Lady.

CONTACT: David Hakensen, EAI 612/871-8877
Nat Harrington, Baltimore City Public Schools 410/396-8577

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A STATEMENT ABOUT THE SCHOOL

The Sarah M. Roach Elementary School opened in 1970. It was build with community involvement and participation to replace Schools #65 and #71-A. The school was named for an outstanding black educator, Sarah Rebecca Myers Roach, its first principal. This comprehensive elementary school services the Carroll and Irvington communities of Southwest Baltimore. Using self-contained classrooms and the Mastery Learning Model staff members implement clustering (team teaching) and self-contained classroom instruction.

Our school is one of the nine Baltimore City Tesseract Schools. The program is a proposed five year plan which promises to make dramatic changes in the way education is delivered. "Tesseract Professional Staff Development will provide a framework to guide educators in a personal journey of change and professional growth".

TESSERACT®

Every child has gifts and talents.

We accept the challenge to find and nurture these qualities in each child.

cf

THE WHITE HOUSE

November 24, 1993

Ms. Christy Walton
2525 N Avenue
National City, California 91950

Dear Christy:

It was great to receive your letter. I, too, hope that I will have an opportunity to visit the EAI schools sometime soon, and perhaps at a time Helen can be there also. This information is being directed to my Scheduler, Patti Solis, to work toward that possibility.

Do let me know when you get to Washington next week. Call Carolyn Huber at 202/456-2957, and perhaps we can arrange time for a visit.

Happy holidays to all of you!

Sincerely yours,

Hillary

Hillary Rodham Clinton

cc: Scheduling Office

WALTON
2525 N AVE.
NATIONAL CITY, CA 91950
FAX 619/477-0321 PHONE 619/477-5747

November 1, 1993

Bart Hanford
The White House
1600 Pennsylvania Ave.
Washington, D.C. 20500

Dear Mr. Hanford:

As per our telephone conversation today, attached please find a copy of Mrs. Clinton's letter to us regarding a visit to the EAI-administered Baltimore schools.

If Mrs. Clinton is not able to go before the children get out of school on December 23, 1993, we could schedule the visit anytime from January 15 through the end of February, 1994. Please note that Helen Walton will also be taking part.

Thank you for your assistance. I look forward to hearing from you.

Sincerely,

Christy Walton sas

Christy Walton

WALTON
2525 N AVE.
NATIONAL CITY, CA 91950
FAX 619/477-0321 PHONE 619/477-5747

File ~~March~~ April?

Call to say April 18th

November 4, 1993

Hillary Clinton
The White House
1600 Pennsylvania Ave.
Washington, D.C. 20500

Dear Hillary,

As you know, scheduling is a real nightmare. It may be next year before there is an available morning for you to visit the EAI schools. If that is indeed the case, I would like to schedule you and Helen Walton at the same time. I am hoping that this can happen before the end of February, if you do not find time before Christmas break.

I will be in Washington December 2 and 3 for the American School Food Service Association Conference on nutrition. John and I are funding a study with Harvard and EAI schools on integrating a good nutrition and exercise program into the classroom and cafeteria. It is the "Eat Well and Keep Moving" project. Dr. Lilian Cheung is the director and will be speaking at the conference.

Hillary, isn't it amazing the number of things that are important in the world? I just pray that I'm doing the right ones for the time. I think that's the blessing: when you know you have.

See you in Baltimore!

Sincerely,

Christy

Christy Walton

Millie – let Patti know. She ~~has~~ already received a copy of Jernigan's letter. Pam

RECD NOV 2 1993

.29 619 477 0321 WALTON

April 18th?

THE WHITE HOUSE

September 21, 1993

Patti - shouldn't we do this after New Years?

yes

Bill Jan

John and Christy Walton
2525 N Avenue
National City, California 91950

Dear John and Christy:

Thank you for renewing the invitation to visit the EAI-administered schools in Baltimore. I would be very pleased to have that opportunity and am directing the request to my scheduler for consideration as we determine my agenda for the coming weeks.

Do continue to remember us -- and our nation -- in your prayers. That is very important to both the President and me in face of the enormous challenges before us.

I hope to see you soon - in Baltimore!

Hillary

cc: Scheduling

to Christy Walton 1/6/94:
Tuesdays - not good
mornings are good
end of February
- nutrition education
- exercise // newly developed programs

next time in Baltimore
call
per

Called 3/9

CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES
WASHINGTON, D. C. 20515

Yes

KWEISI MFUME
MARYLAND

Patti to call

February 17, 1994

Mrs. Hillary Rodham Clinton
Office of the First Lady
The White House
Room #100 OEOB
Washington, D.C. 20500

Dear Mrs. Rodham Clinton,

I am writing to request your participation in a conference entitled " Health Care Reform, Its Everybody's Business."

The conference will convene on April 18, 1994 in Baltimore, Maryland. The first segment (12:00 pm to 5:00 pm) of the conference will be concurrent workshops on a variety health care reform topics.

The second portion (6:00 pm to 8:00 pm) will be a public town meeting. I would like you to act as the keynote speaker for the town meeting. I anticipate the attendance of 1,500 participants for the town meeting.

The citizens of Baltimore are enthusiastic about the possibility of your visit and will be honored by your attendance.

The conferees will examine health care reform issues and they are anxious to discuss your recommendations for our nation's health care.

I graciously hope your schedule permits the accommodation of this forum.

With warm personal regards, I am

Sincerely,

Kweisi

Kweisi Mfume
Member of Congress

KM/vs

For More Information . . .

EAI offers proven, cost-effective educational methods that have been demonstrated to dramatically improve academic achievement.

For more information about how EAI can help you create cost-effective schools that work, call or write EAI today.

Education Alternatives, Inc.

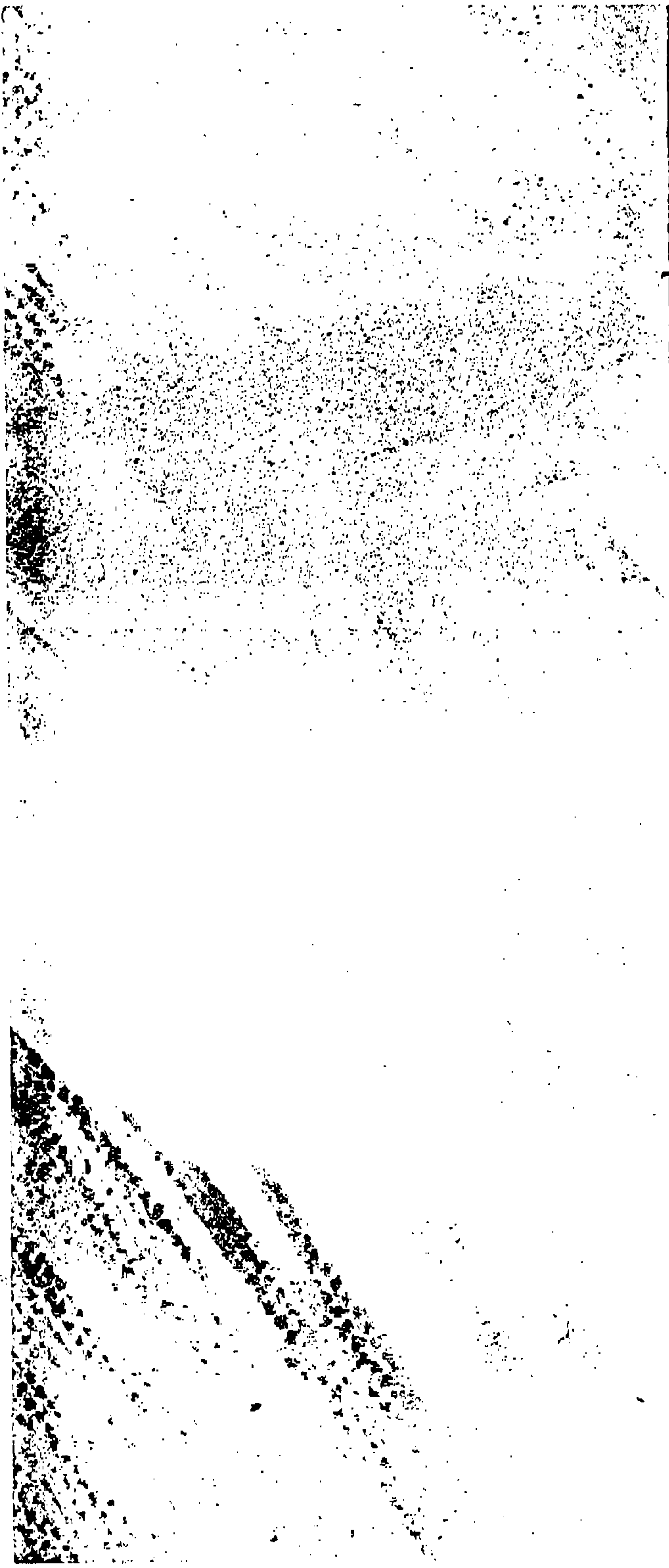
Education Alternatives is headquartered in Minneapolis, Minnesota. The company was formed in 1986 and became publicly held in May 1991. Its shares are traded on the national over-the-counter market under the NASDAQ symbol EAIN.

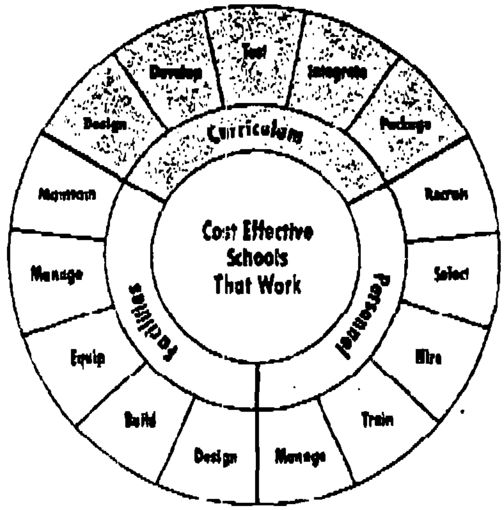
Education Alternatives, Inc.
1600 West 82nd Street
Minneapolis, Minnesota 55431
(612) 885-5572
(800) 444-5014
FAX: (612) 885-5584

Schools That Work

Every child has gifts and talents. Education Alternatives accepts the challenge of finding and nurturing these qualities in each child.

Education Alternatives, Inc.





Consulting Services

EAI also provides its expertise in refocusing and improving schools on a consulting basis, assisting school administrations in implementing the concepts, curriculum and teaching style that are the basis of the success achieved in the Tesseract Schools. EAI:

- **Advises school administrations on restructuring staffs, programs, materials and budgets to improve quality.**
- **Assists in staff selection and training in Tesseract methods.**
- **Develops models and methods for staff and school evaluations for use in continuing improvement programs.**

Proprietary Educational Products

The Tesseract way is a process — an educational methodology — that integrates a distinct teaching style, innovative curriculum and course materials and use of computer technology to enhance academic performance. EAI offers a variety of proprietary products that support effective use of the Tesseract process. They range from teacher training modules to teaching aids, educational planning tools for individual students and other products used both in the classroom and by teachers and parents to plan and measure student progress.

EAI delivers its unique expertise in three ways: direct school management, consulting services and proprietary products. The company's proprietary Tesseract schools in Eagan, Minnesota and Paradise Valley, Arizona provide a laboratory for product development, a training center for teachers and a demonstration site for proprietary products and programs.

School Management

Competitive pressures created by policies permitting parents to choose among many public school alternatives for their children result in a growing need for schools to improve educational quality and outcomes.

EAI helps meet that need. EAI's management services enable individual schools or groups of schools to benefit from the success EAI has realized in the existing Tesseract schools.

Working in partnership with state departments of education, with school administrators and district superintendents, with teachers and their unions and with other school officials, EAI can replicate the Tesseract way in both public and private school settings. The company can provide its services to single schools or entire school districts.

When acting as school managers, EAI designs and equips facilities, develops and tests curriculum and recruits, hires, trains and manages faculty and staff. In addition, EAI collects quantifiable and qualitative data to measure satisfaction and results. EAI's management is experienced in successfully managing large, complex school districts in ways that maximize student performance and parental choice among educational programs.

Cost Effective Schools That Work

Education Alternatives, Inc. (EAI) designs, develops and delivers proven solutions for the crisis in education.

The crisis is real. It is evident in the well-documented lack of achievement in basic skills — and relative to competitive economies — that currently characterizes the poor academic performance in the United States.

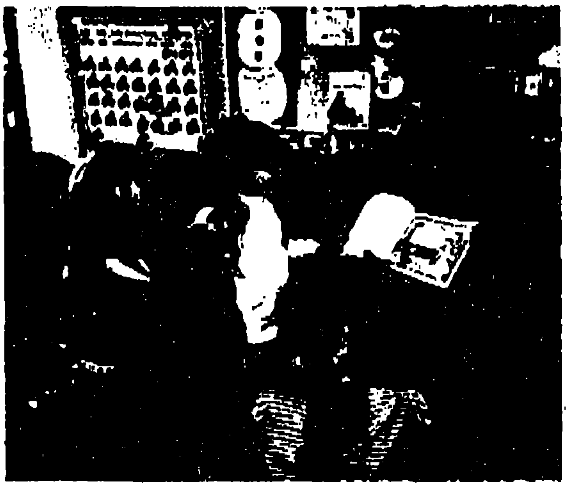
EAI's solutions are equally real. They systematize and integrate not experimental techniques, but proven educational methods that have been demonstrated to improve academic achievement.

In EAI's Tesseract schools, the effectiveness of "the Tesseract way" has been validated. In past school years, students in Tesseract schools advanced, on average, nearly two grade levels based upon national standardized test results.

The Tesseract way can be replicated elsewhere, in both public and private schools. The methods and materials EAI uses to achieve superior learner outcomes cost no more than the per pupil expenditures typical of most public schools. They require not more spending, but *different* spending.

EAI believes that every child has gifts and talents and has accepted the challenge of finding and nurturing these qualities in each child.

Tesseract and Personal Education Plan are registered trademarks of Education Alternatives, Inc.



Learning to Love Learning

To act on its mission — to find and nurture the unique gifts and talents of each child — EAI refocuses schools on students and on learning, applying distinct expertise in developing the curriculum, personnel and facilities required for success. The company concentrates on preschool and elementary education because of the high correlation between early success and later academic achievement.

The refocusing starts with putting "the customer" — the student — first. The design of the curriculum, the teaching style of the faculty, the layout of the facility and how it is equipped — EAI integrates all these elements and more to create environments where children will learn to love learning.

A child's unique needs, aptitudes, aspirations and preferred learning modality — the way he or she learns best — provide the basis for a Personal Education Plan. This individualized plan — not a predetermined curriculum or course outline — is the child's "learning agenda."

The Personal Education Plan describes what and how a child will learn. It allows children to progress at a self-directed pace, working individually and in small and large groups. It helps channel natural inquisitiveness into meaningful, memorable learning. It also provides a basis for monitoring progress closely. Learning is never assumed. Mastery must be demonstrated.

Inspiring, Not Requiring

In the EAI approach, the role of the teacher is refocused, too. Teachers guide, coach and facilitate, with an emphasis on active learning.

In the EAI system, teachers don't lecture, they enliven. They don't require, they inspire. EAI training programs equip teachers with skills and materials for this approach, one that children respond to and that the teachers themselves find more fulfilling.

In addition, low student-teacher ratios are achieved by assigning pairs of teachers — one certified, one paraprofessional — to each group of 24 to 30 students. This differentiated staffing model allows more direct teaching staff, enabling teachers to provide more individual attention to each child cost-effectively.

Building in Parental Involvement

Parental involvement is built into the EAI approach. Parents help design their child's Personal Education Plan. A curriculum that emphasizes real life experiences draws parents into what their children are learning. Parent participation in at-school activities is welcomed and encouraged. Regular consultations and semiannual evaluations ensure ample opportunities for parents and teachers to keep each other informed of concerns, progress and plans for further developing their children's unique gifts.

Supporting the System: Facilities, Equipment, Technology

In the EAI system, school facilities, equipment and technology all encourage active involvement — learning by discovering and doing, by cooperating and collaborating. Manipulatives and hands-on activities are used extensively to provide concrete experiences for key concepts. Technology is integrated into the system. Computers are used for interactive instruction. They also aid in record keeping and tracking progress in certain areas, freeing teachers for more time with students.

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362-

TOMORROW'S SCHOOLS TODAY

UNDERSTANDING THE *ALLIANCE FOR SCHOOLS THAT WORK*

Alliance for Schools That Work is a consortium to cooperatively manage public schools and districts under private management. The *Alliance* comprises Education Alternatives, Inc., an innovator in both effective learning programs and education management; Johnson Controls World Services Inc., the leading provider of operations and maintenance for nonresidential facilities; and KPMG Peat Marwick, the world's largest accounting and consulting firm.

Together with local education authorities and school boards, *Alliance for Schools That Work* forms public-private partnerships dedicated to achieving effective public education in America. We believe this is a progressive, yet practical idea capable of creating learning environments in which every facet of school operations contributes effectively and directly to students. Students who emerge from our schools will do so with both the skills and self-confidence needed to excel as adults.

TOMORROW'S SCHOOLS TODAY

Imagine a school where students learn by doing... in the way best suited to their own talents. Imagine a school where challenge and structure are viewed as trees to climb rather than daily doses of medicine... where the gifts and talents of each student are identified and developed as the logical foundation for a healthy, happy, and productive adult.

Imagine a school so down to earth and responsible that it manages itself as a business... where buildings are efficiently run and maintained... where the mandate to teach is a lively challenge and not a burden. Imagine a school where public support is not viewed as a birthright, but as an empowerment to demonstrate a return to parents, students, and boards.

If you share this vision, our synergy can make it a reality.

Education Alternatives, Inc., Johnson Controls World Services Inc., and KPMG Peat Marwick have teamed to establish public-private partnerships through our *Alliance for Schools That Work*. We are three businesses skilled in the critical areas that can make schools work. Together, the whole of our abilities is significantly greater than the sum of the parts.

Most importantly, we bring the power to turn around schools and school districts and to show results:

- In students' academic performance and attitudes toward learning.
- In our responsiveness to both students and parents as individuals with unique and important needs.
- In the community's knowledge that the money and energy being devoted to schooling is being well invested — carefully, and with a focus on results.

"They put into practice the idea, 'What do kids need?' not 'What looks good to the public?'"

Education Alternatives Teacher
The Pioneer Press

Creating Public-Private Partnerships

Recently, much debate has focused on the many reasons America's education system is faltering. However, we see the problems arising from a common thread — a thread not linked to the skills of our school leaders, the commitment of our teachers, or the caliber of our pupils.

Rather, for 200 years the nation has been providing education from an authoritative, distant bureaucracy rather than managing schools as businesses where students and parents are customers with tangible needs that must be met.

This distinction is subtle, but significant. It is exactly why Education Alternatives, Johnson Controls, and Peat Marwick teamed together. Our mission is not to replace or compete with the public schools, but to *be* the public schools — and to fundamentally change the dynamics of the learning environment.

Why We Will Do a Better Job

Our public-private partnerships work because of our abilities and our unified, comprehensive approach. Foremost, each member of our team has a successful track record in the services that are integral to making schools work:

- *Education Alternatives has proven its educational and schools management systems in both the private and public schools.* The Tesseract®educational model accelerates student achievement and, at the same time, recognizes the differences among students and encourages their individuality.
- *Johnson Controls is the world's leader in the efficient and safe operation of nonresidential facilities.* With a staff of 21,000 in the United States, Johnson Controls operates or maintains more than 6,000 facilities. In schools, Johnson Controls operates and maintains all nonacademic functions, such as electrical, mechanical, and structural systems and equipment, as well as provides all the custodial, food, security, and transportation
- *Peat Marwick is the largest accounting and consulting firm in the world, and in the United States its public education practice is preeminent.* The firm has served 30 state educational agencies and more than 1,200 local school districts offering assistance in virtually every area of public education planning, governance, management, and operations.

Working together, we present a comprehensive approach using proven abilities to quickly improve the educational and business results of public schools.

Additional Benefits

Our team offers many other benefits to school districts entering into public-private partnerships with us. Among them:

- *Savings support education.* A substantial portion of the savings that Johnson Controls and Peat Marwick achieve is directed back into education.
- *Contracts specify performance.* Boards of education and parents have the assurance that detailed performance-based contracts spell out accountabilities.
- *Quality assurance practices keep us on track.* Education Alternatives, Johnson Controls, and Peat Marwick all rely on well-developed quality assurance processes to manage and measure our business performance.
- *Accountability is personal and direct.* Parents receive detailed and personal reports about their children's progress from teachers who are directly accessible and accountable to them.
- *Technology anchors our programs.* Every aspect of our approach—in the classroom, the facility, and the business—relies on the intelligent and widespread use of technology.
- *Flexibility is built in.* Our vision is a practical one — geared to innovate, and designed to support ideas that work.

"Teachers have to be able to step back, not be the end-all, be-all for kids, create opportunities for kids and help them find out how to make choices."

Education Alternatives Teacher
The Star-Tribune

LEARNING, IN A NEW DIMENSION

Education Alternatives provides public schools with an integrated system of tested educational programs and the training and support to implement it. While the program is comprehensive and progressive in many ways, its most important aspect is that *it works*.

The sights and sounds of an Education Alternatives classroom are different. Computers are everywhere. Classrooms are flexible — to accommodate the changing needs of the students. Class size is small, and instruction individualized. Teachers and students bond with energy and mutual respect. The result is that standard tests show ***Education Alternatives students outperform the national norm, gaining, on average, 1.5 grade levels for each year in school.***

This achievement is carefully crafted on many levels: from the philosophies that set learning in motion, and the attitudes that pervade the classroom, to the everyday details of timing, space, and supplies. Among the most important features of the Education Alternatives learning environment are:

- *The active learning process, not the teacher, is on center stage in an Education Alternatives classroom.*
- *Individualized learning is a cornerstone of our classroom through Personal Education Plans® designed for each student.*
- *Dynamic learning areas and movable furniture keep spaces as fluid as students' needs.*
- *Students are turned loose to learn as much from each other and their computers and books as they do from teachers.*
- *Teacher-to-student ratio is low, with two teachers in every classroom to provide individual attention and allow flexibility in grouping.*
- *Technology is widely available and used to empower the students to explore and develop their skills as fast as they are able.*
- *Education Alternatives continually monitors performance and adjusts goals using standardized tests to gauge performance and detailed reports to track progress.*
- *Parental involvement is built into the Education Alternatives approach from helping design a Personal Education Plan to supporting a student's growth toward increasing self-esteem.*

SCHOOLS MANAGEMENT: A COHESIVE PLAN AT THE HEART

No education plan — no matter how strong the ideas, teachers, and technologies — can succeed for long without the right engine driving operations and efforts. Our public-private partnerships make sense because we combine the rewards and incentives of business with the mandates of public responsibility. For instance:

- *Private employees can be held accountable.* With everyone from the superintendent and the teachers to the custodians and bus drivers, the accountability of private business enters the world of public education. With *Alliance for Schools That Work*, the school board (and hence, the community) monitors our performance-based contract.
- *Financial leverage for learning is built in.* When school districts enter into performance-based contracts with us, we earmark a substantial portion of savings for direct reinvestment in learning.
- *We partner with the traditional establishment.* Today's administrators and teachers are resources for the future. And, strong school boards remain the nation's best defense against elitism in education, the best protection guarding the public interest.
- *Efficiency is a goal, but not in and of itself.* Good business practice dictates common-sense approaches to staffing levels, cross-utilization of employees, and strategic use of all resources, but only as they benefit the educational environment. Achieving short-sighted savings is not our goal.

Tesseract and Personal Education Plan are registered trademarks of Education Alternatives, Inc.

FACILITIES MANAGEMENT

"The savings have been fantastic and the service is excellent. We get along well with the people from Johnson Controls. It's like a family. If we get in trouble, we call them and they help us out."

School District
Chief Custodian

SWEEPING SAVINGS INTO EDUCATION

Johnson Controls' facilities managers safely and efficiently operate and maintain thousands of buildings throughout the country, including hundreds of schools and campus-like settings. And, there's little guesswork about the benefits the company's customers derive: Every day Johnson Controls achieves excellent results with the heating, maintenance, custodial, transportation, food, security, and administrative services that make schools work.

In fact, Johnson Controls makes quality improvements and savings predictable. At America's largest and best run companies, Johnson Controls operations and maintenance services regularly save 20 to 30 percent in facilities costs. For school districts, the lesson is clear. Johnson Controls' savings can help fund education as well as rapid improvement in school environments through better management of buildings, decreased energy costs, increased productivity from people, and attention to the environmental soundness, comfort, and safety of the facilities.

Johnson Controls yields better results at less cost based on many strengths. Among them:

- *Johnson Controls manages the facilities of many school districts based on a systematic and tailored approach to operations and maintenance.*
- *Johnson Controls increases efficiency and cuts costs through employee training, energy management, environmental awareness, preventive maintenance with computer-assisted systems, and national purchasing agreements.*
- *On-site managers develop flexible work forces and workloads that dramatically improve day-to-day operational productivity.*
- *Customer satisfaction is a way of life at Johnson Controls.*
- *Local presence in 160 Johnson Controls branches ensures responsiveness from professionals with a personal stake in a project's success who are nearby to respond to emergencies.*
- *Special resources, computer-assisted tools, and value-added services provide state-of-the-art support.*

"All the money saved or cost-avoided [$130,000 in 1985] through operation of the energy management system provides more dollars to achieve the basic purpose of our existence, which is education."

School District Business Manager

APR-15-94 FRI 15:41 SARAH M ROCHE FAX NO. 3629128 P. 19

FINANCIAL MANAGEMENT

GETTING THE HOUSE IN ORDER

It's easy for parents or boards of education to get the feeling that public schools are not delivering value proportionate to the community's investment in education. But it's hard to figure out where that value is slipping away, much less how to remedy the problems.

Peat Marwick's contribution is a re-engineering of the business systems, policies, and procedures of each school or district. This includes a review, analysis, and redesign of the business practices and controls in place at a school or district to ensure that resources are allocated and used well. Peat Marwick focuses on raising service quality standards, introducing cost saving technologies, and applying advanced management techniques to improve education administration and support. Immediately after our public-private partnerships get underway, the work of pinpointing problems and suggesting solutions begins so that savings can be directed into the classroom.

- *Peat Marwick closely examines the way the district works as a business to identify existing strengths and weaknesses.* By interviewing managers and supervisors, conducting walk-throughs of existing systems, and scrutinizing the records, Peat Marwick identifies the potential for greater efficiency, tighter controls, and improved effectiveness in the district's operations.

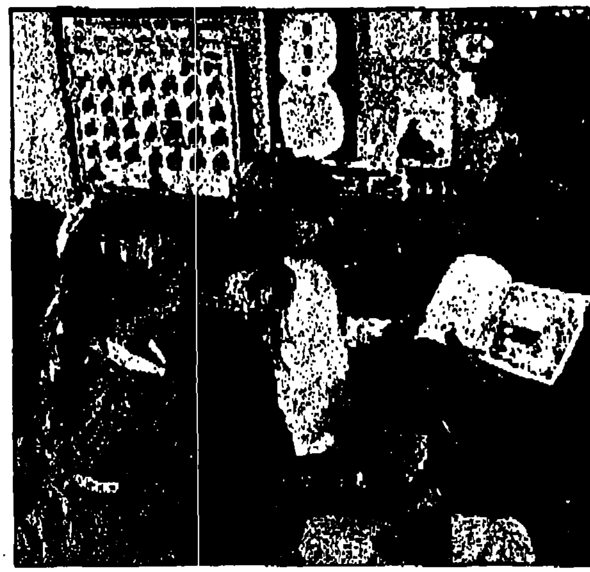
- *Peat Marwick's review and analysis of a district's business practices closely involves key decision-makers from the district and staff from each major business function.* These are the people responsible for making changes work, and their ownership of the process from the start is critical.

- *Using its proprietary computerized technique, called the Structured Productivity Analysis System (SPANS), Peat Marwick identifies and analyzes the time and resources dedicated to performing each activity.* The understanding of which district staff dedicates how much time and effort to each activity, combined with information on workload and workflow, enables Peat Marwick professionals to identify duplicate and unnecessary activities, streamline business practices, achieve cost savings, and improve business operations.

- *The review focuses on developing useful solutions to existing business problems.* Peat Marwick recommends practical improvements that can be implemented with positive results.

"Peat Marwick's report affirmed what we were doing right, identified what issues we need to address, and let us focus on setting priorities. But it also reflected areas beyond cost, such as community issues, our economic situation in California as well as human variables, such as the fact that each school district has its own unique culture."

Dr. Sam Swofford, Superintendent
Lodi Unified School District, Lodi, CA



"Peat Marwick gave the school district a sense of guidance and direction on what areas we are performing well and what areas we need to look at. The bottom line is that we were reassured... and the Firm's ideas for improvement matched ours."

Robert Hart, Director of Business and Finance,
Lake Travis Independent School District, Austin, TX

SOUTH POINTE

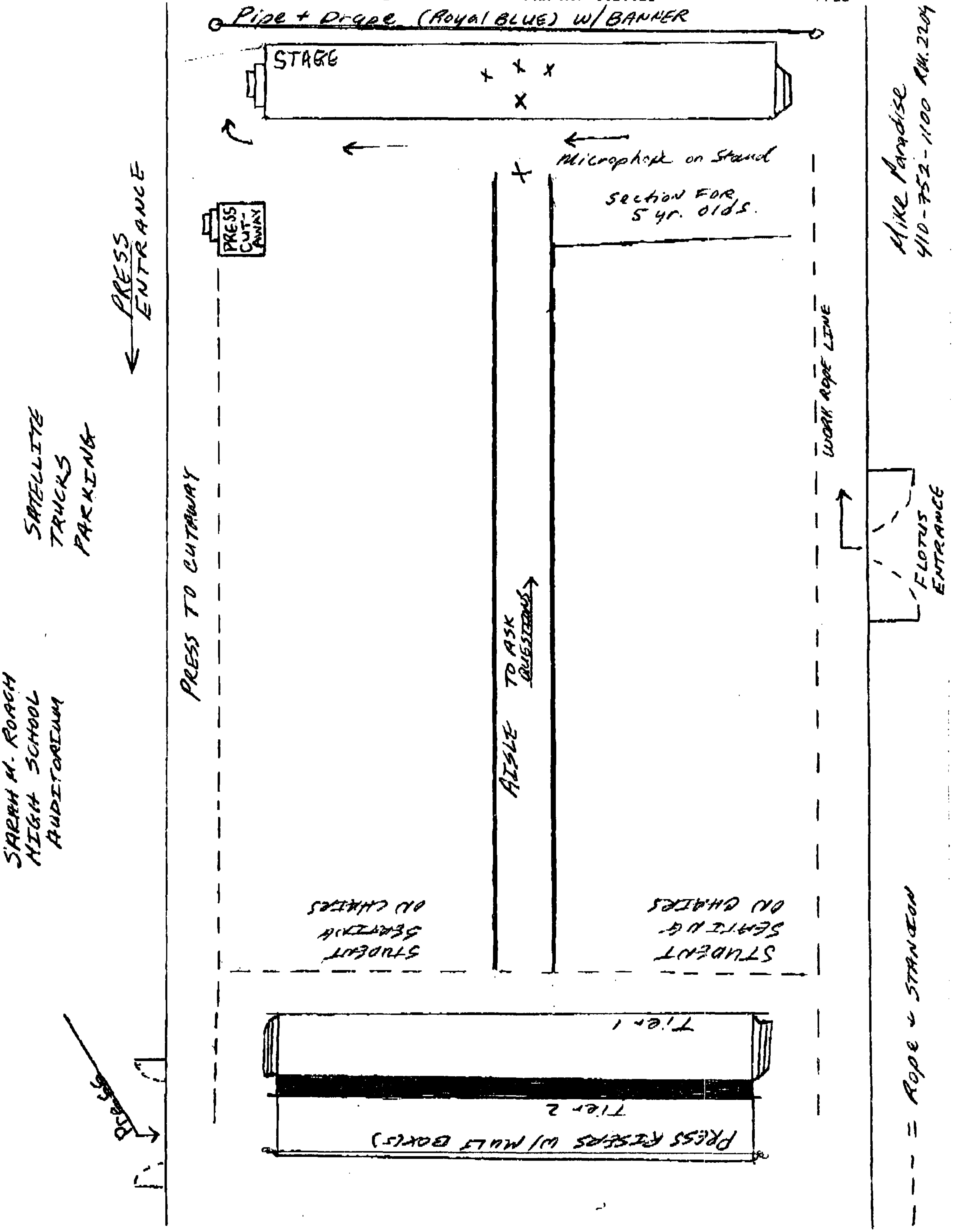
MIAMI SCHOOL BREAKS GROUND IN PUBLIC EDUCATION

When the doors of the South Pointe Public School opened in September 1991, Education Alternatives and Miami, the nation's fourth largest school system, broke new ground — launching the nation's first public-private partnership in education, and doing so in a neighborhood where most of the school's 700+ students qualify for the subsidized lunch program and speak only limited English.

Results are impressive. Students who never learned basic skills are reading and writing because Tesseract education slowed down long enough to listen to them and allowed them to learn in their own way. Teachers are letting go of old habits and trusting new ways that are more creative, interactive, and individualized for the students. And, at the same time, South Pointe is attracting some of Miami's most affluent students back to public education. This is because Tesseract works without tracking, without the need to conform to "average" models of intelligence or behavior, and without any children "falling through the cracks."

South Pointe's students, teachers, and parents speak for themselves about what Education Alternatives' approach means.

APR-15-94 FRI 15:42 SARAH M ROCHE FAX NO. 3629128 P.21


Pipe + Drape (Royal BLUE) w/ BANNER
STAGE
Microphone on Stand
Section FOR 5 yr. olds.
PRESS CUT-AWAY
PRESS ENTRANCE
SATELLITE TRUCKS PARKING
PRESS TO CUTAWAY
TO ASK QUESTIONS
AISLE
WORK ROPE LINE
FLOTUS ENTRANCE
Mike Paradise 410-752-1100 RM. 2204
SARAH M. ROACH HIGH SCHOOL AUDITORIUM
STUDENT SEATING ON CHAIRS
STUDENT SEATING ON CHAIRS
Tier 1
Tier 2
PRESS RISERS W/ MULT BOX(S)
Press
- - - = Rope & Stanchion

BENJAMIN L. CARDIN
3D DISTRICT, MARYLAND

COMMITTEE ON WAYS AND MEANS
SUBCOMMITTEE ON HEALTH
SUBCOMMITTEE ON HUMAN RESOURCES

COMMITTEE ON HOUSE ADMINISTRATION

COMMITTEE ON STANDARDS OF OFFICIAL CONDUCT

Congress of the United States
House of Representatives
Washington, DC 20515-2003

COMMISSIONER
COMMISSION ON SECURITY AND COOPERATION IN EUROPE

DEMOCRATIC CAUCUS STEERING COMMITTEE

ASSISTANT MAJORITY WHIP

FACSIMILE TRANSMITTAL SHEET

DATE: 4/15/94

TO : Julie Hooper
White House
FAX NUMBER: 202-456-6208

FROM: Bailey Fine
Office of Congressman Benjamin L. Cardin
540 E. Belvedere Avenue
Suite 201
Baltimore, Maryland 21212
410-433-8886

COMMENTS: This is the list of folks Congressman Cardin has invited to attend the meeting with Mrs. Clinton on Monday, April 18, 3:30 p.m., Carroll Room, OMNI Hotel Baltimore. I have included social security numbers for people who have RSVPed that they will be attending; we are still waiting to hear from the others.

NUMBER OF PAGES TO FOLLOW: 5

My home number is on the staff list should you need me over the weekend. Thank you.

REPLY TO: ☐ 227 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-2003
(202) 225-4016

☐ 540 E. BELVEDERE AVENUE, SUITE 201
BALTIMORE, MD 21212
(410) 433-8886

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
004. fax	From: Bailey Fine, To: Julie Hooper, Re: Meeting with Mrs. Clinton - Social Security Numbers [partial] (4 pages)	4/15/94	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Liz Bowyer
OA/Box Number: 3980

FOLDER TITLE:

[HRC Background File] Monday, April 18 [1994]

2014-0483-S
sb413

RESTRICTION CODES

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

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

C. Closed in accordance with restrictions contained in donor's deed of gift.
PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).
RR. Document will be reviewed upon request.

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

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

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Baltimore, Maryland 21224

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Baltimore, Maryland 21205

Adele Wilzack
Executive Director
Health Facilities Association of
229 Hanover Street
Annapolis, Md 21401

Susan Kleinberg, Ph.D.
Children, Youth & Families

You have an idea 0588 020 2837887

DETAILED AGENDA

Kathy McGlochlin ∘ 804/259-1629

Annie 301 ∘ 718 2682

Jack ∘ 883 5742

* better hit the inner city

Time	Activity
~~5:30~~	~~Staff Arrives~~
6:00	Briefing/staff
6:30	Panelist to Holding Room
~~6:30~~ 6:00	Audience seating
~~6:45~~ 6:30	Audience instructions
7:00	Welcome and Introduction of Congressman Mfume/ Dr. Richardson-JHU.
7:02	Thank you, introduction of panelist & dignitaries, overview, direction/ **Congressman Mfume.** Mikulski
7:17	Introduction of Hillary Rodham Clinton/**Congressman Mfume.**
7:20	**Hillary Rodham Clinton**'s presentation. 15 MIN'S
~~7:40~~ 7:35	Mrs. Clinton ends.
7:40	Ovation.
7:42	Ovation ends.
7:42	Introduction of Secretary Donna Shalala/ **Congressman Mfume.**
7:44	Secretary **Donna Shalala**'s presentation. 15 MIN'S
~~7:54~~ 7:59/8:00	Secretary Shalala ends.
~~7:55~~	Introduction of Senator Larry Young/**Congressman Mfume**
7:57	**Senator Young's presentation.**
8:00	Senator Young ends.
8:00	Introduction of Mr. Rutledge/ **Congressman Mfume.**
8:02	**Mr. Rutledge's presentation.**
8:05	Mr. Rutledge ends.
8:05	Introduction of Dr. James Block(JHU)/**Congressman Mfume.**

To Liz Boyer

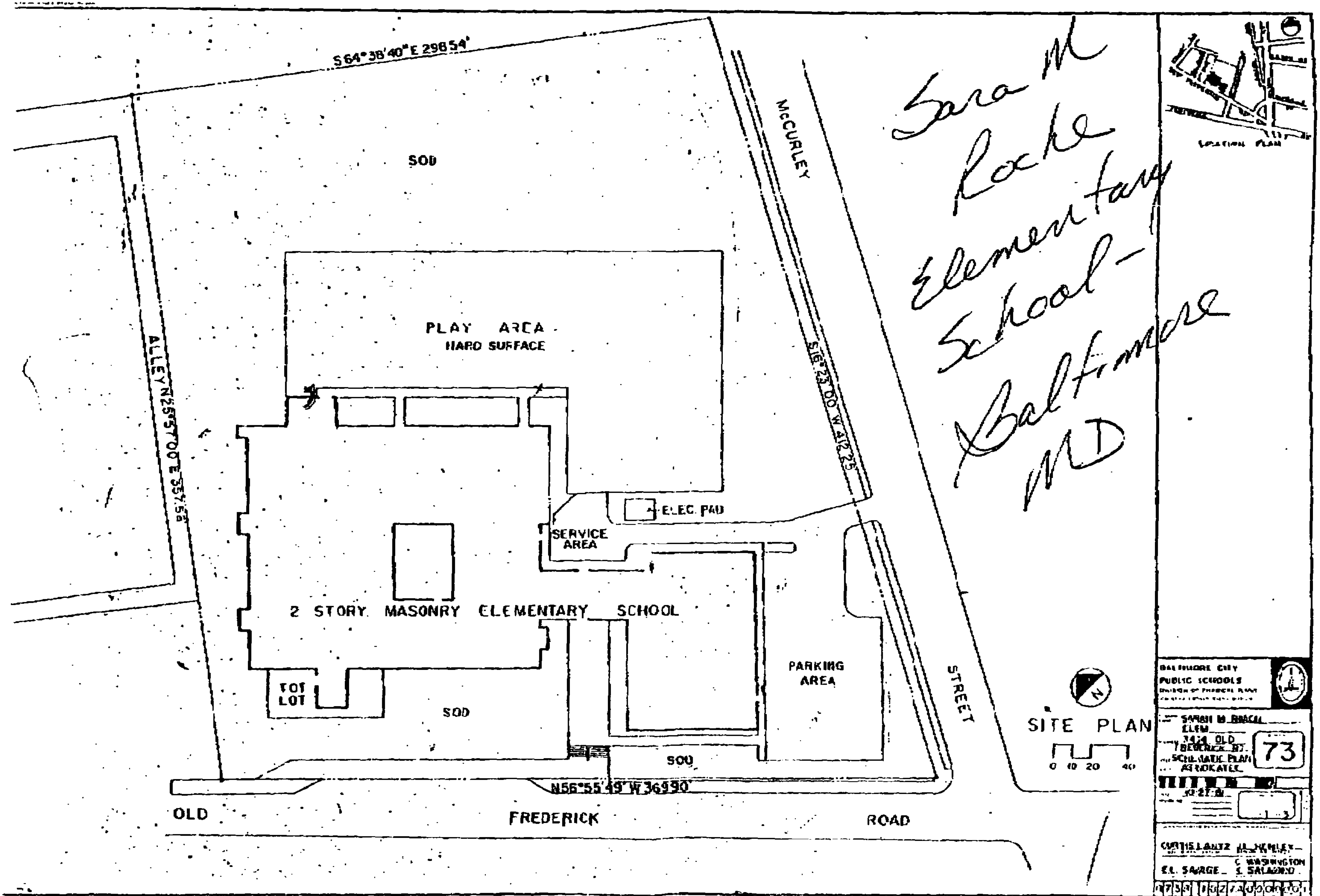
Fm Melissa Howard
ADVANCE

RE: HRC trip to
Baltimore -
Sara M Roche School

202 456-2239

21 pages

APR-15-94 FRI 15:28 SARAH M ROCHE FAX NO. 3629128 P.01



S 64°38'40" E 298.54'
SOD
PLAY AREA
HARD SURFACE
McCURLEY
S 16°23'00" W 412.25'
ALLEY N 25°57'00" E 357.52'
ELEC. PAD
SERVICE AREA
2 STORY MASONRY ELEMENTARY SCHOOL
TOT LOT
SOD
PARKING AREA
STREET
SOD
N 56°55'49" W 369.90'
OLD
FREDERICK
ROAD
SITE PLAN
0 10 20 40
N
BALTIMORE CITY PUBLIC SCHOOLS
73
Sara M Roche Elementary School - Baltimore MD

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
005. list	Cardin Staff Attending 4/18 Meeting with Hillary Clinton [partial] (1 page)	4/15/94	b(6)

COLLECTION:
Clinton Presidential Records
First Lady's Office
Liz Bowyer
OA/Box Number: 3980

FOLDER TITLE:
[HRC Background File] Monday, April 18 [1994]

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CARDIN STAFF ATTENDING 4/18 MEETING WITH HILLARY CLINTON

BALTIMORE DISTRICT OFFICE
410-433-8886
410-466-2075 (HOME NUMBER BAILEY FINE)
410-466-3635 (HOME NUMBER SUSAN SULLAM)

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(b)(6) 005

RENEE COHEN, CONSTITUENT LIAISON
(b)(6) 005

BAILEY FINE, DISTRICT DIRECTOR
(b)(6) 005

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202-225-4016

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SEAN CAVANAUGH, LEGISLATIVE ASSISTANT
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HELLER HALPERT, SOCIAL SECURITY INTERN
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