

# Withdrawal/Redaction Sheet

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE               | DATE       | RESTRICTION      |
|--------------------------|-----------------------------|------------|------------------|
| 001. letter              | Political (2 pages)         | 08/23/2000 | Personal Misfile |
| 002. letter              | Personal (Partial) (1 page) | 06/14/2000 | P6/b(6)          |
| 003. letter              | Personal (Partial) (1 page) | 06/14/2000 | P6/b(6)          |

### COLLECTION:

Clinton Presidential Records  
Domestic Policy Council  
Bethany Little  
OA/Box Number: 18526

### FOLDER TITLE:

Congressional Letters

2013-0371-S

ms656

### RESTRICTION CODES

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

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

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

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)]

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

Office of the Vice President: Office of Legislative Affairs

TWO LETTERS

Interoffice Memorandum

Date: 6/21/00

To: ☐ Community Empowerment Board ☐ Michael Feldman (OEOB 282)  
☐ Communications ☐ Mrs. Gore's Office  
☒ Domestic Policy *cced* ☐ Nat'l Partnership for Reinventing Gov't  
☐ National Security Office ☐ Council on Environmental Quality  
☐ Charles Burson, Chief of Staff ☐ Monica Dixon  
☐ Scheduling ☐ West Wing Office  
☐ Lee Ann Brackett ☐ Legal Counsel  
☐ Mary Margaret Overbey ☐ Other: \_\_\_\_\_

Recommended Actions:

- ☐ Please respond to the attached. Thank you.  
☐ Please cc: our office on your response to the attached  
☒ For your information. No response needed.  
☐ Per your request \_\_\_\_\_

Leg Affairs Comments:

\* Original sent to NSA for response.

# United States Senate

WASHINGTON, DC 20510-1804

June 6, 2000

Ms. Kay Casstevens  
Director of Legislative Affairs  
Office of the Vice President  
Room S-212, The Capitol  
Washington, D.C. 20510

**RE: Landrieu Project No. 126500**

Always refer to the Landrieu Project No. when communicating with this office.

Dear Ms. Casstevens:

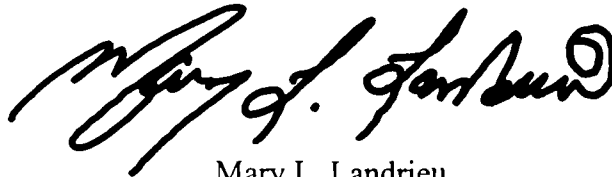
Because of my desire to be responsive to all inquiries, I respectfully request your attention to the enclosed correspondence which I received from one of my constituents, Dr. David Cheramie.

I would appreciate your findings and views, along with the **return of the enclosures**, on or before July 6, 2000.

Thank you in advance for your attention to this matter. Should you have any questions, please contact me or my Projects Director, Herman Gesser, III, at 202-224-5824.

With kindest regards, I am

Sincerely,



Mary L. Landrieu  
United States Senator

MLL:jbl  
Enclosure

RECEIVED JUN 15 2000



## CODOFIL

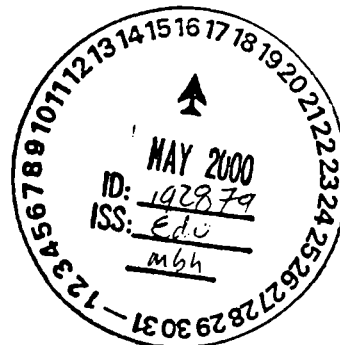
Conseil pour le Développement du Français en Louisiane

Warren A. Perrin  
Président

David Cheramie  
Directeur exécutif

Lafayette, le 11 mai 2000

Senator Mary Landrieu  
702 Hart Senate Office Building  
Washington, D.C. 20510  
Fax: 202-224-9735



Dear Senator Landrieu:

I have recently learned of the accompanying memorandum issued by President Clinton concerning the United States' International Education Policy. Upon reading it, I realize that the accomplishments and mission of the Council for the Development of French in Louisiana fall squarely into this policy. The President has named the Vice-President as the coordinator of strategies for the enhancement of international education. To that end, I have sent an e-mail to his office and await a response. If there are any federal programs that could help us expand and improve our role as a provider of international educational opportunities to the students and teachers of French in Louisiana, we would certainly appreciate any help you can give us in identifying those resources.

Louisiana is a unique state and CODOFIL is a unique agency. This policy may be a way to raise Louisiana's profile on an international level, especially in the domain of our relationship with the Francophone world.

Sincèrement,

David Cheramie, Ph.D.  
Directeur Exécutif  
CODOFIL

Enc: United States' International Education Policy

THE WHITE HOUSE

Office of the Press Secretary  
(Oklahoma City, Oklahoma)

For Immediate Release

April 19, 2000

MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

SUBJECT: International Education Policy

To continue to compete successfully in the global economy and to maintain our role as a world leader, the United States needs to ensure that its citizens develop a broad understanding of the world, proficiency in other languages, and knowledge of other cultures. America's leadership also depends on building ties with those who will guide the political, cultural, and economic development of their countries in the future. A coherent and coordinated international education strategy will help us meet the twin challenges of preparing our citizens for a global environment while continuing to attract and educate future leaders from abroad.

Since World War II, the Federal Government, in partnership with institutions of higher education and other educational organizations, has sponsored programs to help Americans gain the international experience and skills they will need to meet the challenges of an increasingly interdependent world. During this same period, our colleges and universities have developed an educational system whose reputation attracts students from all over the world. But our work is not done. Today, the defense of U.S. interests, the effective management of global issues, and even an understanding of our Nation's diversity require ever-greater contact with, and understanding of, people and cultures beyond our borders.

We are fortunate to count among our staunchest friends abroad those who have experienced our country and our values through in-depth exposure as students and scholars. The nearly 500,000 international students now studying in the United States at the postsecondary level not only contribute some \$9 billion annually to our economy, but also enrich our communities with their cultures, while developing a lifelong appreciation for ours. The goodwill these students bear for our country will in the future constitute one of our greatest foreign policy assets.

It is the policy of the Federal Government to support international education. We are committed to:

- encouraging students from other countries to study in the United States;
- promoting study abroad by U.S. students;
- supporting the exchange of teachers, scholars, and citizens at all levels of society;
- enhancing programs at U.S. institutions that build international partnerships and expertise;
- expanding high-quality foreign language learning and in-depth knowledge of other cultures by Americans;
- preparing and supporting teachers in their efforts to interpret other countries and cultures for their students; and
- advancing new technologies that aid the spread of knowledge throughout the world.

The Federal Government cannot accomplish these goals alone. Educational institutions, State and local governments, non-governmental organizations, and the business community all must contribute to this

effort. Together, we must increase and broaden our commitment. Therefore, I direct the heads of executive departments and agencies, working in partnership with the private sector, to take the following actions:

- 1) The Secretaries of State and Education shall support the efforts of schools and colleges to improve access to high-quality international educational experiences by increasing the number and diversity of students who study and intern abroad, encouraging students and institutions to choose nontraditional study-abroad locations, and helping under-represented U.S. institutions offer and promote study-abroad opportunities for their students.
- 2) The Secretaries of State and Education, in partnership with other governmental and nongovernmental organizations, shall identify steps to attract qualified post-secondary students from overseas to the United States, including improving the availability of accurate information overseas about U.S. educational opportunities.
- 3) The heads of agencies, including the Secretaries of State and Education, and others as appropriate, shall review the effect of U.S. Government actions on the international flow of students and scholars as well as on citizen and professional exchanges, and take steps to address unnecessary obstacles, including those involving visa and tax regulations, procedures, and policies.
- 4) The Secretaries of State and Education shall support the efforts of State and local governments and educational institutions to promote international awareness and skills in the classroom and on campuses. Such efforts include strengthening foreign language learning at all levels, including efforts to achieve bi-literacy, helping teachers acquire the skills needed to understand and interpret other countries and cultures for their students, increasing opportunities for the exchange of faculty, administrators, and students, and assisting educational institutions in other countries to strengthen their teaching of English.
- 5) The Secretaries of State and Education and the heads of other agencies shall take steps to ensure that international educational exchange programs, including the Fulbright program, are coordinated through the Interagency Working Group on United States Government-Sponsored International Exchange and Training, to maximize existing resources in a nonduplicative way, and to ensure that the exchange programs receive the support they need to fulfill their mission of increased mutual understanding.
- 6) The Secretary of Education, in cooperation with other agencies, shall continue to support efforts to improve U.S. education by developing comparative information, including benchmarks, on educational performance and practices. The Secretary of Education shall also share U.S. educational expertise with other countries.
- 7) The Secretaries of State and Education shall strengthen and expand models of international exchange that build lasting cross-national partnerships among educational institutions with common interests and complementary objectives.
- 8) The Secretary of Education and the heads of other agencies, in partnership with State governments, academic institutions, and the business community, shall strengthen programs that build international expertise in U.S. institutions, with the goal of making international education an integral component of U.S. undergraduate education and, through graduate and professional training and research, enhancing the Nation's capacity to produce the international and foreign-language expertise necessary for U.S. global leadership and security.
- 9) The Secretaries of State and Education, in cooperation with other agencies, the academic community, and the private sector, shall promote wise use of technology internationally, examining the implications of borderless education. The heads of agencies shall take steps to ensure that the opportunities for using technology to expand international education do not result in a widening of the digital divide.
- 10) The Secretaries of State and Education, in conjunction with other agencies, shall ensure that actions taken in response to this memorandum are fully integrated into the Government Performance and Results

Act (GPRA) framework by means of specific goals, milestones, and measurable results, which shall be included in all GPRA reporting activities, including strategic plans, performance plans, and program performance reports.

Items 1-10 of this memorandum shall be conducted subject to the availability of appropriations, consistent with the agencies' priorities and my budget, and to the extent permitted by law.

The Vice President shall coordinate the U.S. Government's international education strategy. Further, I direct that the heads of agencies report to the Vice President and to me on their progress in carrying out the terms of this memorandum.

This memorandum is a statement of general policy and does not confer a private right of action on any individual or group.

WILLIAM J. CLINTON

**JOHN BREAU**  
LOUISIANA

MINORITY  
CHIEF DEPUTY WHIP

COMMITTEES:

COMMERCE, SCIENCE, AND  
TRANSPORTATION

FINANCE

SPECIAL COMMITTEE ON AGING

WASHINGTON OFFICE  
(202) 224-4623  
TDD (202) 224-1986

senator@breau.senate.gov  
<http://www.senate.gov/~breau>

**United States Senate**  
WASHINGTON, DC 20510-1803

June 2, 2000

STATE OFFICES:

ONE AMERICAN PLACE, SUITE 2030  
BATON ROUGE, LA 70825  
(225) 382-2050

U.S. FEDERAL COURTHOUSE BUILDING  
800 LAFAYETTE STREET, SUITE 1300  
LAFAYETTE, LA 70501  
(337) 262-6871

1900 N. 18TH STREET, SUITE 805  
MONROE, LA 71201  
(318) 325-3320

HALE BOGGS FEDERAL BUILDING  
501 MAGAZINE STREET, SUITE 1005  
NEW ORLEANS, LA 70130  
(504) 589-2531

CENTRAL LOUISIANA  
(318) 487-8445

Honorable Al Gore  
Vice President  
Old Executive Office Building  
Washington, D.C. 20501

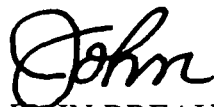
Dear Vice President Gore:

I have been contacted by David Cheramie, Executive Director of CODOFIL in Louisiana regarding his agency's interest in the United States' International Education Policy and expanding CODOFIL's role in providing international educational opportunities to the students and teachers of French in Louisiana.

Please review the enclosed information. Any information within federal guidelines that you may provide which responds to the issues raised by my constituent would be helpful and appreciated. Your reply may be forwarded to the attention of Jennifer Guste in my Washington office.

Thank you for your attention and assistance.

Sincerely,



JOHN BREAU  
United States Senator

JB/jmg  
Enclosure

RECEIVED JUN 13 2000



## CODOFIL

Conseil pour le Développement du Français en Louisiane

00 MAY 16 PM 5:04

Warren A. Perrin  
Président

David Cheramie  
Directeur exécutif

Lafayette, le 11 mai 2000

Senator John Breaux  
503 Hart Senate Office Building  
Washington, D.C. 20510  
Fax: 202-228-2577

Dear Senator Breaux:

I have recently learned of the accompanying memorandum issued by President Clinton concerning the United States' International Education Policy. Upon reading it, I realize that the accomplishments and mission of the Council for the Development of French in Louisiana fall squarely into this policy. The President has named the Vice-President as the coordinator of strategies for the enhancement of international education. To that end, I have sent an e-mail to his office and await a response. If there are any federal programs that could help us expand and improve our role as a provider of international educational opportunities to the students and teachers of French in Louisiana, we would certainly appreciate any help you can give us in identifying those resources.

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Enc: United States' International Education Policy



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WILLIAM J. CLINTON

## 21st Century Community Learning Centers

**There are now a total of 903 grants. These grants:**

- Are located in 50 States, the District of Columbia, Puerto Rico, the Virgin Islands and Micronesia
- Support programs in approximately 3,600 rural and inner-city public schools
- Propose to serve about 650,000 children and about 200,000 adults
- Offer expanded learning opportunities for children as well as services for community members

**Funding for the program has increased dramatically, from \$40 million in 1998 to \$200 million in 1999, to \$453 million in 2000. The President's budget request for FY 2001 is for \$1 billion.**

Despite these budget increases, the demand for afterschool programs is outpacing the funding available. In the most recent competition, 2,252 communities, requesting a total of \$1.3 billion, applied for 21<sup>st</sup> Century grants.

**A look at 21st Century schools:**

- About 55 percent of the schools are considered *rural*; 45% are *inner-city*
- Among the current grantees:  
44 percent of the Centers are in elementary schools, 38 percent in middle schools, 9 percent in high schools, and 9 percent in other school-owned facilities (e.g., K-12 or vo-tech schools)
- In 3/4 of the participating schools, more than 50 percent of the children qualify for free or reduced-price lunch

**A look at 21st Century programs:**

**Services include:**

- reading (85%);
- math (80%) and science (66%);
- tutoring and homework assistance (83%);
- recreational activities (89%);
- music (56%) and art (68%);
- technology (89%);
- nutrition and health (74%).
- services for adults (70%)

**Partnerships include:**

- community-based organizations (95%);
- other government agencies (71%);
- businesses (63%);
- local law enforcement agencies (47%);
- libraries and museums (34%).

**Extended-day programs include:**

- afterschool (94%);
- summer (76%) and weekends (58%);
- before-school (12%).

**Programs are providing:**

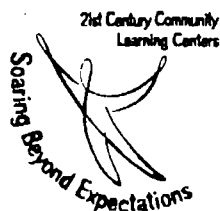
- 17 hours per week of afterschool programming;
- 30 hours per week of summer school.

**Volunteers include:**

- parents (36%), college students (37%);  
mentors or others (60%).

**21st CCLC Contact Information:**

- Website: [www.ed.gov/21stCCLC](http://www.ed.gov/21stCCLC)
- E-mail: [21stCCLC@ed.gov](mailto:21stCCLC@ed.gov)
- Fax: (202) 260-3420



Jonathan -

Can you help coordinate  
a response letter w/  
Correspondance?

Thank you -

Anna Richter  
DPC

cc:

Andrea Kane  
Bethany Little

Gale M. Laudont

1904 S. Central Ave.  
Cicero, IL 60804

---

September 01, 2000

Stephanie Streett  
Scheduling and Advance Director  
1600 Pennsylvania Ave. N.W.  
Washington, D.C. 20500

Dear Esteemed leader,

Every American for the last 200 years has had the opportunity to "chase the American dream" of life, love and the pursuit of happiness. This letter has been written in regards to a most distressing matter involving two handicap voters who need our help "chasing the American dream." These two physically-challenged individuals are currently attending classes at Morton Community College in Cicero, Illinois. As there are few if any non-degree jobs that can accommodate wheelchair-bound individuals, higher education has become a necessary step for many physically-challenged people. The next logical step would be to take the proper measures to obtain a degree and then an appropriate job. The question here is how do they get to the proper learning facilities?

They have been receiving assistance through an Illinois state-funded program called DORS. That program has since been canceled much to the dismay and serious inconvenience of the two students. They received notification ONE day before the start of the fall semester. These students have been forced to resort to public transportation that is not 100% handicap-accessible. This coupled with busing schedules has resulted in continual tardiness on the students' behalves. At this point in time there is no acceptable alternate transportation methods for these wheelchair-bound individuals.

They have attempted to contact the appropriate state individuals to rectify the situation only to be met with the "We cannot be bothered with this matter" attitude. This is absolutely and 100% completely unacceptable. These physically-challenged voters have gone to the polls every election with faith that their choices will represent and do what is best for them. Could they have been wrong in placing their faith in some or all of these choices?

We are currently living in a society that laments individuals for not attempting to improve their lives. The voters directly affected by this situation have the desire and the ability to take charge of their lives. How can they do so if their civic leaders fail to offer the necessary assistance? They are not asking others to pay for every aspect of their lives just a helping hand in getting to school.

There are many non-handicap voters who are extremely dismayed by the treatment given to these two individuals. They have questioned on several occasions the wisdom of their decision to elect certain individuals as their leaders. Many of these concerned voters are not financially able to assist the individuals in question. They are prepared to do everything else in their power to help such as participation in this write-in campaign and the possibility of electing new leaders to get the job done.

Many of these voters, including myself, only want what is the God-given right of every American: life, liberty and the pursuit of happiness. These two, as well as other, physically-challenged voters may not get to fully exercise that right if they cannot get to school.

Sincerely,



Gale M. Laudont



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE ASSISTANT SECRETARY FOR CIVIL RIGHTS

December 8, 1999

Dear Colleague:

Thank you for your input and interest in our work on *The Use of Tests When Making High-Stakes Decisions for Students: A Resource Guide for Educators and Policymakers*. A revised draft of the Guide, incorporating many of the constructive and helpful suggestions received during the past several months, is enclosed for your further review.

We are continuing our outreach with a series of meetings with stakeholders next week, during which we plan to discuss our work on the Guide, the substance of the current draft, and plans for future work on this important resource. We would be pleased to meet with you to discuss this further.

Overview

Although we have made many changes to the Guide, our objective and foundations remain the same. Our objective is to provide educators and policymakers with a useful, practical tool that will assist in their planning and implementation of policies relating to the use of tests as conditions of conferring educational opportunities to students. The foundations for this Guide include the 1999 Standards for Educational and Psychological Testing published by the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. These standards provide a framework that can inform good decisions related to the use of tests used for high-stakes purposes. (These standards were made publicly available in November of this year, replacing the 1985 standards cited in the earlier version of this Guide.) Existing federal legal standards and principles—derived from decades-old statutes and regulations, as well as the federal court opinions articulating those legislative and executive pronouncements—also remain as foundations for the Guide. (More extensive citations to those authorities than in the previous draft are provided in footnotes.)

Some of the significant changes from the previous draft include:

- A revised and expanded format that provides a conceptual overview of the relevant measurement and legal principles and that separates the detailed and context-laden discussion of measurement principles (Chapter 1) from the legal principles (Chapter 2);
- A more detailed discussion of measurement and legal principles related to good and nondiscriminatory test use practices, in the context of specific frequently made high-stakes decisions affecting students;

Dear Colleague

Page 2

- An expanded discussion of issues specifically relating to students who are learning English in the elementary and secondary setting and students who are disabled; and
- An expanded glossary of terms and set of related references.

Next steps

We are asking that you provide any further feedback that you may have by January 18, 2000, if you have additional comments relating to this Guide that you would like to share before the draft is submitted to the National Academy of Sciences Board on Testing and Assessment [BOTA]. After BOTA's final review, we anticipate making a draft available to the public for review. We will publish a federal register notice to that effect and will have the revised draft posted on our web site. Once final comments are in, we will issue the Guide in final form.

Do not hesitate to call me if you have questions or additional suggestions. You may also contact David Berkowitz at (202) 205-5557 or <[David\\_Berkowitz@ed.gov](mailto:David_Berkowitz@ed.gov)>.

Thank you again for your interest in this work.

Very truly yours,



Arthur L. Coleman  
Deputy Assistant Secretary

# **CHICANO FEDERATION OF SAN DIEGO COUNTY, INC.**

CENTRAL OFFICE: 610 22ND STREET, SAN DIEGO, CA 92102  
MAILING ADDRESS: P.O. BOX 820118, SAN DIEGO, CA 92162  
(619) 236-1228 2000 FAX (619) 236-8964

August 11, 2000

Sent Via Facsimile

Richard W. Riley  
Secretary of Education  
U.S. Department of Education  
Federal Office Bldg., 6, Rm. 7W301  
Washington, D.C., 20202

**Re: Latino Community Concerns  
OCR Complaint Against the Oceanside Unified School District  
Docket Number 09-00-1353**

Dear Secretary Riley:

We are writing on behalf of various Latino organizations in the San Diego community to express our profound concern about recent actions taken by the White House that in our belief potentially undermine the educational and civil rights of Latino immigrant children enrolled in the Oceanside Unified School District. We are informed that the Superintendent of the Oceanside Unified School District was recently invited by the Administration to serve on a panel concerning Latino Academic Achievement at the White House Summit on Latino Education. Some of us called the White House to voice our concerns at that time; however, no one has ever responded to our inquiries. It is absolutely appalling to us that the Administration would choose to give a forum to this Superintendent at such an event, given the fact that Latino immigrant parents of LEP children enrolled in his district have a discrimination complaint alleging wholesale violation of federal law pending against it with the Office for Civil Rights. It is our understanding that this same Superintendent recently flew to Arizona to endorse the "English for the Children" initiative. Why on earth did those responsible for organizing this summit see the need to showcase a district with a discrimination complaint pending against it and with such close ties to the English-only movement - a movement which we clearly view as anti-Latino.

By letter dated September 9, 1999, attorneys representing Latino parents in their complaint from California Rural Legal Assistance (CRLA) and Multicultural Education Training and Advocacy (META) Inc., informed Norma Cantu, Office for Civil Rights, of their concerns regarding the undue influence of English-only groups on the processing of their complaint against Oceanside. Given this most recent action by the Administration, it now appears that their fears were well-founded. While the Administration feels compelled to pander to districts aligned with the English-only movement, little has been done by OCR in any way to resolve the very serious issues raised by Latino parents in their complaint against Oceanside. How can OCR pretend to treat the complaint against Oceanside with any semblance of objectivity, given the special

treatment afforded this school district by the Administration?

We are asking that you come to San Diego to meet with us and the parents and other concerned community groups from Oceanside so that we can discuss: 1) why the Oceanside school district was afforded such preferential treatment; 2) how the Administration intends to ensure that the OCR complaint filed against Oceanside and which has remained unresolved for over a year, can still be resolved in a fair and objective manner; 3) the extent to which the Washington D.C. Office of OCR has imposed additional restrictions on its San Francisco office which in our view undermine the speedy and objective resolution of LEP- related complaints filed against school districts in California; and 4) the extent to which English-only groups have undue influence on OCR.

Sincerely,

Alberto Ochoa, Co-Chair  
San Diego County Latino Coalition on Education

Rosalia Salinas, Co-Chair  
San Diego County Latino Coalition on Education

Jill Kerper Mora, Ed.D.  
Assistant Professor of Teacher Education  
San Diego State University\*\*

Luis Natividad, Founder  
San Diego Latina/o Unity Coalition

Raymond Uzeta, President  
Chicano Federation, Inc.

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Maria Nieto-Senour, Trustee  
San Diego Community College

Dr. Rene Nunez, Professor  
San Diego State University



David Valladolid  
Chair, Board of Directors  
Chicano Federation of San Diego County, Inc.

On behalf of the above-named individuals

cc: Congressman Bob Filner  
Norma Cantu  
Maria Echaveste  
Stefan Rosenweig  
Susan Spelletich  
Deborah Escobedo, META  
Cynthia L. Rice, CRLA  
NABE

**\*\*The views expressed in this letter are the personal views of the individuals and not the organization.  
Organization affiliation included for identification purposes only.**

San Diego County Latino Coalition on Education



**THE SECRETARY OF EDUCATION**  
WASHINGTON, D.C. 20202

**December 16, 1999**

**Bruce/Gene –**

**Per our conversation a few minutes ago, the following chart represents our careful and thoughtful deliberations and decisions regarding the necessary Administration investment in education improvement for FY 2001.**

**It is critical that the investments being made in our Administration's FY 2001 request to Congress be visible and significant. The amount of the increase will be an important news issue from the time our budget is released and during the rest of the 2000 year. This is a unique situation with education being a top priority at the national level, coupled with an intense focus on the budget deliberations in August, September and October of 2000. We must not let this opportunity get away.**

**Please let me know if you have any questions.**

  
**Dick Riley**

JOHN BREAUX  
LOUISIANA

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CHIEF DEPUTY WHIP

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May 11, 1999

Mr. Steve Ricchetti  
Deputy Chief of Staff  
The White House  
1600 Pennsylvania Ave., N.W.  
West Wing, Ground Floor  
Washington, D.C.

Dear Steve:

I would really appreciate your personal attention to and assistance with putting together a meeting for the Louisiana Endowment for the Humanities to discuss its exemplary family literacy program, "Prime Time-Family Reading Time." Enclosed is information about the initiative, which has my full support and enthusiastic commendation. I'm proud to say the program was pioneered in Louisiana in 1991. As I understand, "Prime Time" has been cited in the President's Committee of the Arts and Humanities report, "Coming Up Taller: Arts and Humanities Programs for Children and Youth at Risk."

If the LEH could meet with the appropriate domestic policy officials at the White House and, if possible, some from Mrs. Clinton's staff, I know they would be as impressed as I am. "Prime Time" is a unique, efficacious approach to teaching reading and imparting literacy within the context of the entire family, especially for families whose children are at risk. One of its strong features is the comforting and nurturing environment in which parents and their children bond as they participate.

"Prime Time" is expanding to other states and deserves consideration for nationwide implementation. Its entire focus is to help parents and their children, together as a family, to become literate. Please look at the prospectus personally and also share it with others at the White House. I would appreciate your thoughts and theirs very much and am hopeful a meeting could be arranged for the LEH to discuss the "Prime Time" program with the appropriate officials. Thank you for your attention and consideration.

Sincerely,



JOHN BREAUX  
United States Senator

JB/jeb  
Enclosures

# PRIME TIME

FAMILY READING TIME



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## Prime Time-Family Reading Time An Approach to the Issue of Inter-Generational Literacy

Prime Time-Family Reading Time - an inter-generational family literacy program - is a unique six- or eight-week program of reading, discussion and storytelling held in public libraries, community centers and other public venues. The program features award-winning children's books which introduce participants to fairy tales and folk tales from around the world, stories about problems children encounter, and tales from history told for children. Prime Time is targeted to assist parents whose literacy skills are low build confidence in helping their children, ages 6 to 10, learn to read.

"Prime Time emphasizes the importance of families reading together, as well as the significance of humanities content," Michael Sartisky, LEH president and executive director explains. "Our goals are to use humanities content to reinforce the role of the family, encourage parents and children to bond around the act of reading and learning together, and help parents and children learn how to select books and become active library users."

Begun in 1991 with a pilot at the East Baton Rouge Parish Library, Prime Time programs have now been completed in 52 of Louisiana's 64 parishes. Prime Time has recently expanded to new states with program completed last year in Canton and Hattiesburg, Mississippi and Arlington, Texas. Also, new programs are slated for Arkansas, Georgia, Montana and Connecticut in 1999. Sartisky noted. "It feels good to know that we represent Louisiana with an educational program that's effective, that other states want."

In each 90-minute session, a storyteller demonstrates effective reading techniques and a humanities scholar serves as a discussion leader, introducing families to methods of talking about texts during the eight-week program. Each subsequent session features three stories focused on a single theme, such as beauty, greed, promises and commitment, cleverness and deceit, fairness and responsibility, courage, and hope.

Each session also includes a five-minute library commercial -- an opportunity for the librarians to show families other resources at the library. These resources often include other books by Prime Time authors, encyclopedias for help with homework, GED materials for the parents, books on parenting and health care, as well as newspapers, magazines, and other items families unfamiliar with libraries might not know about.

Prime Time texts are selected in consultation with scholars and experts in children's literature to ensure that the humanities content of the works is accessible both to children and to new adult readers, and also that the content is substantive. Prime Time has been specifically designed to model good read-aloud skills, to provide an opportunity both for participants to practice reading aloud to their children and for their children to read aloud, and to teach discussion techniques that stimulate interest and knowledge of the books' content -- all skills fostering a lifelong love of learning through reading.

Prime Time staff are currently developing a sustainable evaluation system which will ensure that measurement outcomes are in place to track the success of the program. The first step was to convene various constituents in focus groups during Fall 1998 to gather appropriate indicators and to identify influencing factors. Results of these meetings are available for review upon request.

###





## Prime Time—Family Reading Time

To a literate person, the actual life situation of an illiterate parent is almost incomprehensible, however profound our sympathy or sincere our commitment to the idea of a literate citizenry. Those adept at reading and writing—especially if their parents and their parents before them were similarly literate—take reading and writing as much for granted as fish do water, birds do the very air, or the sighted take their vision. We read with and to our children in the company of books, secure in the naturalness of the bond we have between us, and comfortable in our ability to encourage and enlighten our children if they falter.

But imagine your quandary and your helplessness were your children to be studying Russian or Chinese and they came to ask your assistance with their homework. Imagine the opaqueness of the Cyrillic alphabet or the impenetrability of the ideograms and your absolute inability to order any of those symbols into coherent words, let alone phrases or sentences, which will assist your children's comprehension. Add to that your chagrin if you knew you were *expected* to have this knowledge. Yet this is a fair analogy for the situation confronting thousands upon thousands of our fellow citizens in the evening following every school day.

In Louisiana alone, nearly 1.6 million of our citizens—more than one of three—are estimated to be functionally illiterate. And while the child of literate parents almost never becomes illiterate, except in the rare instances of a true learning disability, there is an overwhelming likelihood that the child of illiterate parents will inherit their inability to read or write.

### Families are the Solution

Here in Louisiana, we are fortunate in having a family literacy program that considers families—not schools, not government—as the true solution to the problem. **Prime Time—Family Reading Time** is the model family literacy program developed by the Louisiana Endowment for the Humanities which has now been conducted in 40 of the state's 64 parishes, mostly thanks to support from the State of Louisiana and the National Endowment for the Humanities. In addition, **Prime Time** is being piloted at eight sites in Mississippi, Arkansas, and Texas, and teams are about to be trained from the states of Montana, Georgia, and Connecticut. Pending is a grant request to the National Endowment for the Humanities, which in partnership with the American Library Association will further place **Prime Time** in ten more states throughout the country. For once, Louisiana may lay claim to being the source of a solution to illiteracy, not just being one of its most unfortunate and prominent examples.

**Prime Time** focusses on bonding families around the act of reading and discovering the public library as a resource to be enjoyed and thoroughly exploited. The primary target audience is low-income and low-literacy families with at-risk children. Our field experience has shown that parents are willing to do for their children what they had been unwilling to do for themselves. After graduating from the program, most families make the transition from not even owning a library card to borrowing on average a book a week per person. As Bertney Langley, one of our storytellers from Elton put it, "It is remarkable to see parents and children who clearly do not feel comfortable in the library setting initially, come 'out of their shells' enough to join in discussions about such topics as magic, fairness, greed, and death." The reading list for **Prime Time** is carefully culled from our research into children's literature which is exemplary in literary skill and which addresses important humanities themes and topics. This content is also what makes **Prime Time** that most rare of creations: both a literacy *and* a humanities program.

### Only the Beginning

Mind you, those in dire need of literacy services are not always at the head of line to receive them. A library in Texas which approached its social services agencies to recruit its enrolled families on public assistance was rebuffed with the explanation that no one would be interested in participating in a literacy program until the little league season was over some six months later! While this appalls, it should not surprise, not in a country where virtually every daily paper has an extensive section on sports, and students spend more time practicing or watching sports than they are required to devote to study.

For all its initial success, **Prime Time** is still in its infancy. To move beyond being a pilot project and be truly effective in reaching the people who need it in significant and appropriate numbers, we need to be able to reach at least 10,000 people a year as compared to the 2,000 we do at present. Further investment in such cutting-edge programs will pay rich dividends for all our communities in the future.

—Michael Sartisky, Editor in Chief

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THURSDAY, SEPTEMBER 17, 1998

## FAMILY LEARNING



Discussion leader Earle Bryant, associate professor of English at UNO, asks young program participants for their comments on the day's stories.

PHOTOS BY JOSEPH T. McCONNELL III

# Family reading program a real success story

By ELIZABETH DONZE  
Contributing writer

Last spring, when Sandra Moore heard about a family reading program at the Broad Branch Public Library, she thought it would be just another outing to occupy her children on a Saturday morning.

The eight-week program offered Moore and her sons, Christopher, 10, and Terrence, 11, the opportunity to read and discuss with other families stories focusing on themes such as greed, courage, fairness and cleverness.

"It turned out to be much more than I expected," said Moore, a parent aide and crossing guard at Andrew H. Wilson School, which her sons attend. "I found out how much I enjoyed it. It was nice to be read to for a change after reading to the boys for so long. It's nice to have it turned around."

Families citywide will have another opportunity to immerse themselves in great stories when the free Prime Time-Family Reading Time program returns to the Broad Branch, 4300 S. Broad St., for eight consecutive Saturdays beginning Oct. 3.

Developed through a grant from the Louisiana Endowment for the Humanities and first tried out in some of the state's libraries in 1991, the program operates on the premise that group reading

*"Not only did we get the parents, we had uncles and aunts and grandparents in here discussing books with the children."*

GERADINE HARRIS  
Broad Branch Library  
manager

and examination of literature can be springboards to a family's lifelong love of books and appreciation for the public library.

"It teaches families, especially those that may be at risk or who may not have had the experience of being read to as children, the sheer joy of reading," said Broad Branch Manager Geraldine Harris, who saw 14 families through the program last spring.

"Not only did we get the parents, we had uncles and aunts and grandparents in here discussing books with the children. If the parent couldn't come on a given Saturday, they traded off with another adult relative. They made sure that those children came," Harris said.

Targeted at parents and children 6 through 12, Prime Time applies an approach that is part book club, part storytelling hour and part English course . . . without the exams.



Luzviminda Baker holds her 4-year-old son, Luther Baker Jr., at the reading session.

At each session, parents are assigned three or four stories from children's literature and folklore to read aloud at home with their children.

At the next session, the assigned stories are re-read for the participating families by local storyteller and dramatist Chakula cha Jua. The group then spends 40 or so minutes dissecting the stories with the help of Earle Bryant, a University of New Orleans associ-

ate professor of English.

During last spring's program, "the families had to compare and contrast the stories, interpret themes and examine things like the action of the protagonist. They had, in effect, a moralistic discussion about the books," Harris said.

For example, during a session examining fairness, the group probed "The True Story

See READING, Page 2

## CONTINUED

# Reading

From Page 1

of the Three Little Pigs," a retelling of the popular tale from the wolf's point of view. Also underscoring the fairness theme was the story of "Alexander and the Terrible, Horrible, No Good, Very Bad Day," which revealed that adults do not hold a monopoly on stress. Children feel it, too.

"We had read a few of the stories already. But the way they presented it — with Chakula's enthusiasm and getting to talk about it with Dr. Earle — it was like hearing it for the first time," Moore said.

Harris thinks the program also succeeds because of what it is not.

While many ethical and cultural topics are examined during the literary discussions, the group is never allowed to turn into a rap session. Moreover, she said, Prime Time is not a class on the importance of reading.

"Prime Time is not about preaching to parents about what they should do. We never tell them things like, 'You'd better cut that television off at home,'" Harris said. "They come to realize the joy of family reading time by doing just that: reading together as a group."

The theme of the upcoming Prime Time-Family Reading Time series will be "Stories From Long Ago." The readings, pulled from world mythology and folklore and arranged around themes such as beauty, commitment and hope, will include classics such as "Echo and Narcissus," "St. George and the Dragon" and "The Frog Prince."

The program also acts as a natural plug for the library, with Harris and her staff of Prime Time volunteers registering participants for library cards and

highlighting the Broad Branch's other offerings, such as weekly storytelling sessions, a Learning Center offering GED exam preparation for adults and a newly enhanced computer center.

"Many of our families in the spring program stayed 30 minutes or more after the (end-of-session) refreshments," Harris said. "We showed them the computers and how to access the Internet. A lot of people didn't know that they could check out videos from the library, or that their children came here after school to do research on the computer."

"The most rewarding thing was the amount of interaction that happened. Families were reading together, talking about books together, eating together. You really couldn't tell one family from another. It crossed racial lines; it crossed economic lines," Harris said.

Scheduled to take place in a dozen towns and cities in Louisiana this fall, and already making waves in Texas, Arkansas and Mississippi, Prime Time-Family Reading Time has become a model in the campaign against illiteracy.

Louisiana Endowment for the Humanities Director Michael Sartisky said the program, which the endowment recently copyrighted for national franchising, marks the beginning of a solution for Louisiana's estimated 1.6 million functionally illiterate residents.

"We see the family — not schools, not special programs — as the most effective unit for spreading literacy," Sartisky said. "Almost never are the children of literate parents illiterate."

The Broad Branch is the only area library to offer Prime Time this fall. Registration is limited to 25 families.

For information, call 596-2676.

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**Roderick A. DeArment**  
Covington & Burling

July 15, 1999

John Schnur  
Associate Director for Education Policy  
The White House  
Room 218 Old Executive Office Building  
Washington, D.C. 20502

Dear John:

Knowing of your leadership on education policy issues and your interest federal legislation, I am forwarding a copy of a statement outlining the views of the business community for the reauthorization of the Elementary and Secondary Education Act (ESEA).

The national business organizations under the Business Coalition for Education Reform have come together for the first time to provide a joint policy statement on critical issues for the reauthorization. As noted in the transmittal letter to the Congress, we sought advice from our collective memberships and from a network of over 500 state and local business-led coalitions across the country working directly on these education priorities in their communities.

The statement reflects broad consensus about what issues should be addressed in the legislation. It does not try to address every issue in education reform or in the ESEA. It only addresses those issues where business has been engaged and can speak from experience at the state and local levels.

I wanted to share with you, in particular, the concerns we are addressing, and I look forward to working with you on issues of common interest.

Sincerely,



Roberts T. Jones  
President and CEO

1201 New York Avenue, NW Suite 700 Washington, DC 20005-6143  
202-289-2888 FAX 202-289-1303 TDD 202-289-2977 E-mail info@nab.com www.nab.com  
Member Services: 1-800-787-2848

ATLANTA BOSTON CHICAGO DALLAS LOS ANGELES



1201 New York Avenue, NW

Suite 700

Washington, DC 20005

800/787-2848

June 28, 1999

Honorable William F. Goodling  
Chairman  
Committee on Education and the Workforce  
U.S. House of Representatives  
Room 2181 RHOB  
Washington, DC 20515

Dear Mr. Chairman:

The business organizations in the Business Coalition for Education Reform (BCER) have come together for the first time to provide a joint policy statement on critical issues for the reauthorization of the Elementary and Secondary Education Act (ESEA). A copy is attached for your use. We sought advice from our collective memberships and from a network of over 500 state and local business-led coalitions across the country working directly on these education priorities. This consensus underscores the importance of education issues to the business community.

Business is deeply concerned about education for both its short- and long-term impact on society. The world is changing rapidly and knowledge will continue to define economic success both for companies and individuals. Global economic competition, new technologies, and rapidly changing consumer expectations are having a direct impact on business. These same forces are having a greater and greater impact on the breadth and depth of academic achievement that is needed to succeed in the real world. Because of this continuing impact, business has been aggressive in seeking reforms to improve student achievement.

The statement reflects broad consensus about what issues should be addressed in the legislation. It does not try to address every issue in education reform or in the ESEA. It only addresses those issues where business has been engaged and can speak from experience at the state and local levels.

In particular, we addressed the federal leadership role. We believe it should no longer be focused on running programs, but rather on acting as a catalyst, a leader, and on investing in local activities that are succeeding in producing results.

We must support an education system that is built on resiliency, flexibility, and continuous improvement to ensure that students are prepared both for the new world of work and for the expectations of higher education. Business is in this effort for the long haul, and is committed, locally and nationally, to improving education achievement. We look forward to working with you.

American Business Conference  
American Electronics Association  
The Business Roundtable  
Chamber of Commerce of the United States  
Council on Competitiveness

The Council of Growing Companies  
National Alliance of Business  
National Association of Manufacturers  
Semiconductor Industry Association  
Software and Information Industry Association

---

*For more information, please contact Tom Lindsley at the National Alliance of Business; Phone: 202/289-2932,  
Email: [lindsley@nab.com](mailto:lindsley@nab.com)*

## **Principles for Reauthorizing the Elementary and Secondary Education Act** **Business Coalition for Education Reform**

**American Business Conference ♦ American Electronics Association ♦ The Business Roundtable ♦ Chamber of Commerce of the United States ♦ Council on Competitiveness ♦ The Council of Growing Companies ♦ National Alliance of Business ♦ National Association of Manufacturers ♦ Semiconductor Industry Association ♦ Software and Information Industry Association**

Employers depend on the talent, skills, and creativity of their workforces for their success. For this reason, the business community takes a keen interest in the quality of American education. American business supports education at all levels from early childhood development to lifelong learning. We do so because we recognize that companies, communities, and students all benefit from a vital and successful K-12 education system.

Business is partnering with public officials and educators at unprecedented levels nationwide to increase academic achievement. We invest to enhance educational opportunities in our communities, particularly in the areas of math and science. We work with nearly every state to support the development of high academic standards. We help finance experiments in whole-school reform. We assist schools and districts as they strive to make dramatic improvements in student performance through better quality management techniques. We promote appropriate competition and incentives to increase performance. Our work has given us hope that schools, even schools in the lowest performing areas, can improve. Nevertheless, greater improvement among all students still is needed.

Business recognizes that the federal investment, though limited to about 6% of education funding, is unique because it is national in scope, can focus aid on low-performing areas, and can be a catalyst for change, especially in schools where few other resources are available. Every investment in education represents a decision to spend scarce resources to accomplish a particular objective. For business, those investment priorities should focus on state and local development of standards, assessments, and accountability systems, teacher preparation and professional development, technology in education, and research. We strongly urge Congress to adopt the following principles, drawn from our experience at the state and local levels, as a framework for reauthorizing the provisions under the Elementary and Secondary Education Act.

- ♦ Grant the maximum flexibility to states and localities to innovate, but hold them accountable for improving student achievement.
- ♦ Focus federal funds on achieving results, not on sustaining programs.
- ♦ Invest in scientific data collection to measure, analyze, and report on successes, failures, and opportunities for improvement.
- ♦ Expedite sharing of exemplary strategies and practices nationwide.

With these principles in mind, business sees a unique national role for federal aid to support improvements in the following areas:

## **Standards, Assessments, and Accountability**

The Federal government is uniquely situated to support state and local creation of meaningful mechanisms to measure the success of public investments in education. Federal assistance can be a catalyst for furthering local education reforms, continuous improvements in state academic standards and assessments, and the development of accountability systems. Federal aid must be flexible enough to support what state and local education agencies determine is necessary to help students achieve high academic standards.

When investment decisions are made, a commitment must also be made to measure the results of those investments. Accountability for flexible funds must be measured by results, not by administrative compliance. Within states and local districts, accountability systems must be explicit about the consequences for the schools that fail to improve student achievement. Additionally,

- The federal government should play a role in providing information to states for benchmarking standards, assessments, accountability systems, and individual student performance to world-class levels. (Business organizations have supported independently developed voluntary tests in reading and mathematics to help schools and students benchmark their progress.)
- Flexibility of federal funds ought to allow for uses that improve school management and leadership, such as adopting the Malcolm Baldrige quality management criteria, which can align school leaders, teachers, students, parents, and community members to address the common goals of increasing student achievement and continuous improvement.

## **Teacher Quality, Preparation, and Professional Development**

Studies show a direct connection between teacher quality and student achievement. The sheer scope of skills needed for education professionals to keep pace with the challenges of the 21st century warrants a federal contribution. At a minimum, teachers must have proven expertise in the content areas in which they are teaching. Flexible federal funding would enable states to use funds for such efforts as:

- Recruiting high-achieving candidates who might not consider teaching, especially individuals with a proven academic track record in mathematics, science, and English; developing high quality alternative routes to initial licensure; and providing a means for new teachers to be mentored.
- Providing opportunities for teachers to increase their skills and knowledge while holding them accountable for improving student achievement.
- Providing incentives for teachers to achieve advanced certification, such as that offered by the National Board for Professional Teaching Standards (NBPTS).

## **Technology in Education**

Federal education technology investments have the potential to effectively integrate technology in curricula, develop teacher technology skills, and use technology as a tool for learning core academic disciplines. These investments should be targeted to encourage rigorous technology planning and assessment, and increase classroom access to a range of modern technologies that otherwise would not be possible.

- States and local school districts should be helped to identify and utilize the best information available on software, electronic content, hardware, and other technology resources.
- The Act must allow states and local school districts to use federal grant funds in a flexible manner. The use of technology as a learning tool should not be artificially limited by a single dedicated funding stream, or legislative title, aimed at technology investments.

## **Research, Development, and Evaluation**

The federal government has a unique role in gathering, analyzing, and reporting timely, accurate data about American education that can be used for state and local decision-making. The federal government must focus investments to promote programs that work, and schools and school districts that are succeeding, so that other education leaders around the country can learn more quickly from, and use, what has proven successful.

- Investments in good data must continue, including efforts like the trend data and proficiency levels under the independently administered National Assessment of Educational Progress (NAEP), international measurements and comparisons of student achievement such as the Third International Mathematics and Science Study (TIMSS), and a strong, independent National Education Goals Panel to stay focused on education goals, progress toward the goals, and the status of education in America.
- Federal research agendas must be focused on providing the practical information necessary to support higher student achievement sought under this legislation.

## **Summation**

The federal government should help create an environment in which educators and school leaders can be creative in developing solutions locally, but also one that provides the structure and tools necessary to measure, promote, and achieve success. The federal government is in a unique position to facilitate communication among educators and policy makers at the federal, state, and local levels and to promote the involvement of those in the wider community committed to fostering educational excellence.

DRAFT

COALITION FOR HEALTHIER SCHOOLS

The President  
The White House  
Washington, DC 20500

October 12, 2000

Re: SUPPORT FOR  
HR 4094, America's Better Classrooms Act, and  
HR 3705, Public School Repair and Renovation Act of 2000

Dear President Clinton:

We represent a growing number of national, state, and local groups of concerned parents, pediatric and public health experts, teachers and education support staff, and environmentalists. We are deeply concerned about the environmental conditions of America's schools.

We commend you for your federal executive order promoting children's environmental health and safety and for the multi-agency federal task force that is addressing this priority. We also thank you addressing federal investments in school infrastructure. More must be done.

Asthma is a leading cause of school absenteeism. Federal studies have documented an 'epidemic' of indoor air pollution in school. We believe all children deserve a healthy school environment, indoors and out. No child's educational potential or health status should be undermined by environmental hazards in the school environment, such as lead, pesticides, industrial cleaning chemicals, asbestos, and other pollutants. A recent survey of school nurses in New York State revealed that 71% of 206 nurses from 42 counties across the state knew of students whose learning, health, or behavior was affected by indoor environmental contaminants.

We recently asked Congress to act on legislation to rebuild schools. Today, we are alarmed that there appears to be no priority among congressional leaders to protect children's health and ability to learn at school through targeted, prioritized investments in school construction and repair. A copy of our coalition letter is attached for your information.

With all the challenges our students and their schools now face, can't we at least make sure they have a healthy school environment? Your leadership on this issue now will make a difference to the children and their teachers and other school personnel who daily try to meet new learning standards in substandard, deteriorated, polluted, and/or overcrowded buildings.

Sincerely,

Advocates for Children of New York  
American Federation of State, County, and Municipal Employees  
American Lung Association of New York State  
American Public Health Association

Asthma and Allergy Foundation of America  
Beyond Pesticides/National Coalition Against the Misuse of Pesticides  
Center for Health, Environment, and Justice  
Healthy Schools Network, Inc.  
Massachusetts Healthy Schools Network  
New York City Schools Chancellor's Parent Advisory Council  
New York State Association of School Nurses  
West Harlem Environmental Action

For more information:

*c/o HEALTHY SCHOOLS NETWORK, INC.  
773 MADISON AVENUE  
ALBANY, NY 12208  
T-518-462-0632 [www.hsnet.org](http://www.hsnet.org)*

Claire L. Barnett, Executive Director

Attachment (letter to Congress of Oct. 5<sup>th</sup>, updated Oct. 10<sup>th</sup>)



# HEALTHY SCHOOLS NETWORK, INC.

[www.hsnet.org](http://www.hsnet.org)

Tel: 518-462-0632

Claire L. Barnett - *Executive Director*

To: James Kvaal, Policy Adviser, The White House

From: Claire L. Barnett

Re: Letter to President Clinton, by fax

Date: October 12, 2000

The following is a letter to The President regarding the need to rebuild schools. Attached is our coalition letter delivered to all members of Congress October 5-6, 2000.

A number of other organizations will be given the opportunity add their names to the President's letter tonight and tomorrow.

If you have any questions, please call me at work at the number above, or at home in Saratoga Springs, NY at 518-581-9292.



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| 001. letter              | Political (2 pages) | 08/23/2000 | Personal Misfile |

### **COLLECTION:**

Clinton Presidential Records  
Domestic Policy Council  
Bethany Little  
OA/Box Number: 18526

### **FOLDER TITLE:**

Congressional Letters

2013-0371-S  
ms656

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

New Dem Daily | DLC | August 21, 2000

## Emerging Evidence: If You Teach Them They Will Learn

When Proposition 227, essentially banning bilingual education, passed in California two years ago, opponents argued strenuously that it would harm Latino and immigrant students in California, particularly disadvantaged ones. Their arguments for preserving the bilingual status quo in California ranged from academic to cultural, but were unified by a dire forecast of the results if 227 became law and students with limited English proficiency were forced to learn English rapidly rather than over the course of many years through traditional bilingual education programs.

Flash forward two years to last week when the second set of statewide academic test scores since enactment of 227 were released and it is hard not to conclude that the proponents of the initiative, notably Silicon Valley entrepreneur Ron Unz, were right. Rather than an educational debacle, scores in California are rising fast, particularly for disadvantaged students.

Analyzing these results in a front page story in the August 20 *New York Times*, Jacques Steinberg writes, "Many educators had predicted catastrophe if bilingual classes were dismantled in this state, which is home to one of every 10 of the nation's public school children, many of them native Spanish speakers. But the prophecies have not materialized." Mean scores in grades 2-6 were up across all subjects an average of 39 percent and scores in school districts with the most fidelity to Prop. 227 have seen the greatest increases. As a point of comparison, a recent analysis of class size reduction in California found that it had resulted in mean score increases of 2 percent to 3 percent annually.

Bilingual education is a catch-all term encompassing a number of pedagogical strategies, but the crux is a teaching approach that maintains a student's native language while teaching them a second language. Prop. 227 essentially banned this approach in favor of teaching students English intensively and then teaching other subjects in English.

These results don't mean that all is well in California by a long shot with regard to language instruction. Too many students still don't get the quality of instruction they need -- and even the increased test scores are still a far cry from where they need to be. If we are to ensure opportunity for language minority students, policymakers need to invest more in supporting these students, set clear goals for English acquisition, and allow states and localities to determine the best course of action. This approach is codified in the New Democratic "**Three R's**" education bill sponsored by Senators Lieberman, Bayh, and Landrieu that would triple the federal investment to help limited English proficient students learn English but would leave pedagogical decisions to states and localities. The emerging evidence also strongly supports our contention that because of implementation issues -- including a highly mobile student population and a scarcity of well trained teachers -- bilingual education is impractical for many school districts and is far from the only or most effective way to ensure that students with limited English proficiency learn English. Obviously, it goes without saying that fluency in English is a basic, "coin of the realm" of our society and a cornerstone for opportunity. And, apparently, when it comes to learning English, if you teach them, they will learn.

November 3, 1999

Mr. Mike Lansing  
Board of Education  
City of Los Angeles  
Post Office Box 3307  
Los Angeles, California 90051

Dear Mike:

Thank you very much for your letter and your warm words of support. I'm sorry I was unable to respond sooner. I appreciate knowing your thoughts on expanding federal funding for urban school districts and on the need to hire additional school administrators, and I have passed your letter along to members of my staff in the Domestic Policy Council.

Throughout my Administration, I have made strengthening and improving our public education system a national priority. I firmly believe that our nation's most important task is to provide every child -- without regard to race, geography, or station in life -- a world-class education. As part of this commitment, this spring I sent Congress a proposal to reauthorize the Elementary and Secondary Education Act, which would address many of the problems that our schools, particularly those in high-poverty and urban areas, are facing. The Educational Excellence for All Children Act would hold states and school districts accountable for the academic achievement of their students and invest federal education dollars in what works. It would also finish the job of hiring 100,000 well-prepared new teachers to reduce class size in the early grades where children learn to read and master the basics. In addition, it would require that all new teachers in programs supported by Title I funds be fully certified in the subject that they teach to ensure that our most needy students are being taught by qualified teachers.

As we continue our efforts to give all children the high-quality education they deserve, I'm glad to know I can count on your help. Best wishes.

Sincerely,

**BILL CLINTON**

BC/CKS/DDA/SH/DC/pfs-ddj-lynn

(Corres. #(4466662)

cc: John Wertman, 97 OEOB

cc: DWB/SPM, 94 OEOB

cc: ~~w/cy of inc Bethany Little, 217 OEOB~~

*W*

7/19/99



*Handwritten signature*

7-19

'99 JUL 19 PM2:42

Send to Burkhardt?

Yes ✓



no  
7/20  
Debi - AM  
*Handwritten signature*

**BOARD OF EDUCATION  
CITY OF LOS ANGELES**

**MIKE LANSING  
MEMBER**

July 8, 1999

The Honorable William Jefferson Clinton  
President of the United States  
The White House  
Washington, DC 20510

*Given to Maric E.  
on the New Market  
tour.*

Dear President Clinton:

I start by thanking you for taking time out of your most busy schedule to visit Locke High School and the Watts community. I truly appreciate your commitment to public education and I know your leadership will provide increasing opportunities for young people during the remainder of your administration.

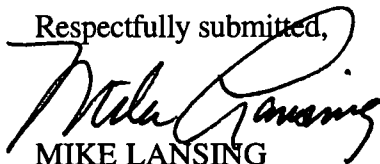
I ask you to truly consider the expansion of federal funding for urban school districts. Our needs are much more numerous and serious than the vast majority of suburban and rural areas. This is a fact. I appreciate your support of 30,000 additional teachers for our nation, and I ask you to consider the funding of **20,000 additional "school" administrators**. We are in dire need of counselors, deans, instructional leaders, assistant principals and the like if we are to truly assist the children in our charge. I know that as you travel across this country, everyone is asking you for "more"--all I can ask is for you to consider my plea.

The enclosed letter to the editor better explains the great need for additional school support I have included it for your review.

For seventeen years I was a teacher, coach and school administrator at "private" elementary, middle and high schools. I left to become a Boys and Girls Club director so that we could provide the additional after-school educational programs our inner-city youth need. We have built a separate counseling, tutorial, reading and computer centers at our site, and we provide supplemental educational assistance to over 1,000 boys and girls annually. We built all of these facilities and programs because our schools did and still do not have the resources to reach all children. I ran for the School Board in the hope that I can effect even greater change and assistance within the Los Angeles Unified School District. I state all of this because I want you to know that I have the same commitment to our children as yourself, and with your continuing help we can provide even greater opportunities for our inner-city youth. Additional school site administrators would be a great addition to our increased commitment to public education.

President William Jefferson Clinton  
Page 2  
July 8, 1999

Thank you so very much, Mr. President, for your dedication to education and for your consideration of my appeal. If I can ever be of assistance to you and your educational goals, please do not hesitate to call on me.

Respectfully submitted,  
  
MIKE LANSING  
Board Member  
Seventh District

ML:cm

Enclosure

c: Honorable Richard Riley, Secretary of Education  
Ron Prescott, Deputy Superintendent of Government and Public Affairs

## Principals

■ Re "Principal's Tougher Job, Fewer Takers," June 23: Since 1993, I have been the principal at Third Street School in Los Angeles. I am the only administrator at a school with 850 students and 80 staff members. LAUSD doesn't assign assistant principals to elementary schools with fewer than 950 students. The national norm is approximately 350 students, and the state average is about 550 students.

I too have been working longer hours and weekends to get caught up with heaps of paperwork. Six years ago, when I started, I attributed the often seven-day workweeks to my being new. However, after six years of becoming a more efficient administrator, I still find my workload to be even larger. The personal life I had hoped to regain is now a distant memory.

Sometimes I say to myself, "Stop whining and start leading. You knew what you were committing yourself to." Still, I can't forget that I do not have enough time to perform my primary mission: providing instructional leadership. Juggling operational work, numerous meetings, heaps of paperwork and instructional leadership has grown to be a daunting task.

Amid all its other important concerns, LAUSD would best serve students by devising a strategy that would free principals to do their real task, improving instruction for all students. Please lower the assistant principal norm so many principals can devote more of their time to the students.

SUZIE K. OH

Los Angeles

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2013-0371-S

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RR. Document will be reviewed upon request.

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

June 14, 2000

The Honorable Richard W. Riley  
Department of Education  
Secretary of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Secretary Riley:

I would like to take this opportunity to express my extreme disappointment with your department.

The College of Our Lady of the Elms applied for funding under the Title III-Part A, Strengthening Institutions Program for the past two years. In 1999, their proposal received scores of 100, 99, and 81. The average score was a 93, but the grant was rejected. As a result of the unfunded status of the Elms, I arranged a meeting in my office involving myself, Sister Kathleen Keating of the College of Our Lady of the Elms and Mr. Carl S. Person of the Department of Education, under the assumption that working with the Department of Education would be helpful. Mr. Person is the Director of the Institutional Development and Undergraduate Education Service. It was my impression at the time that he would be the person most qualified to assist the Elms in the grant application process. [REDACTED] (b)(6)

This year the grant proposal of the Elms, after the assistance your Department provided, was given an average score of 85. This means that receiving the help of the Department of Education actually lowered the Elms' score 8 points! I find it very difficult to understand how a grant proposal would be 8 points worse with the Department's input. Do those in Mr. Person's office actually know what the grant evaluators are looking for? Did they give any real assistance at all, or was the help mentioned in my meeting with Mr. Person mere lip service meant to placate a usually supportive Member of Congress? At a time when the majority party is attempting to radically alter the education system of the United States, it would seem counterproductive, if not down right stupid, to alienate a Representative who has repeatedly supported the efforts, the capabilities and the influence of your department.

Belmont/Hack/Belmont -

[002]

-BR

~~cc: Bruce Reed~~

Bruce  
Did we ever  
do anything about  
this?  
[Signature]

It is necessary in my capacity as a Representative to be able to help those in my district who would enlist my assistance. In order to be trusted by my constituents, it is necessary for federal agencies to be forthright in their dealings with me and my congressional colleagues. Unfortunately, in this instance, I feel as though your department did not play straight with me.

It is my unfortunate duty to contact Sister Kathleen and inform her that the Elms will not be receiving any funding this year, despite the fact that her grant writers were assisted by the very division of the Department of Education to whom they had applied for a grant. Under normal circumstances, relaying bad news to a constituent is difficult. However, it has been made more difficult due to the fact that enlisting the assistance of your department was my idea, and that idea turned out to be harmful rather than helpful. I understand that those in Mr. Person's office could not guarantee funding for the Elms as a result of their help. However, I never expected the assistance of the Department of Education to be detrimental. If you or your Department could be of assistance in explaining this seemingly incongruous situation to my constituents, I would be most appreciative of the help.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard E. Neal", with a stylized, flowing script.

RICHARD E. NEAL  
Member of Congress

REN/rjk

cc: John Podesta

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- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]



[003]

COMMITTEE ON WAYS AND MEANS  
SUBCOMMITTEE ON TRADE  
SUBCOMMITTEE ON OVERSIGHT

Babson/HK/Belhamy -  
?  
-BR

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

June 14, 2000

The Honorable Richard W. Riley  
Department of Education  
Secretary of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

~~cc: Bruce Reed~~

Bruce  
Did we ever  
do anything about  
this?  
[Signature]

Dear Secretary Riley:

I would like to take this opportunity to express my extreme disappointment with your department.

The College of Our Lady of the Elms applied for funding under the Title III-Part A, Strengthening Institutions Program for the past two years. In 1999, their proposal received scores of 100, 99, and 81. The average score was a 93, but the grant was rejected. As a result of the unfunded status of the Elms, I arranged a meeting in my office involving myself, Sister Kathleen Keating of the College of Our Lady of the Elms and Mr. Carl S. Person of the Department of Education, under the assumption that working with the Department of Education would be helpful. Mr. Person is the Director of the Institutional Development and Undergraduate Education Service. It was my impression at the time that he would be the person most qualified to assist the Elms in the grant application process. [REDACTED] (b)(6)

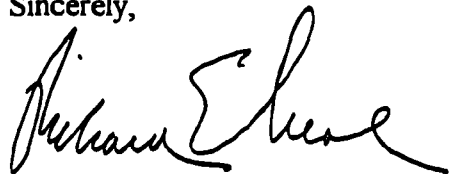
(b)(6)

This year the grant proposal of the Elms, after the assistance your Department provided, was given an average score of 85. This means that receiving the help of the Department of Education actually lowered the Elms' score 8 points! I find it very difficult to understand how a grant proposal would be 8 points worse with the Department's input. Do those in Mr. Person's office actually know what the grant evaluators are looking for? Did they give any real assistance at all, or was the help mentioned in my meeting with Mr. Person mere lip service meant to placate a usually supportive Member of Congress? At a time when the majority party is attempting to radically alter the education system of the United States, it would seem counterproductive, if not down right stupid, to alienate a Representative who has repeatedly supported the efforts, the capabilities and the influence of your department.

It is necessary in my capacity as a Representative to be able to help those in my district who would enlist my assistance. In order to be trusted by my constituents, it is necessary for federal agencies to be forthright in their dealings with me and my congressional colleagues. Unfortunately, in this instance, I feel as though your department did not play straight with me.

It is my unfortunate duty to contact Sister Kathleen and inform her that the Elms will not be receiving any funding this year, despite the fact that her grant writers were assisted by the very division of the Department of Education to whom they had applied for a grant. Under normal circumstances, relaying bad news to a constituent is difficult. However, it has been made more difficult due to the fact that enlisting the assistance of your department was my idea, and that idea turned out to be harmful rather than helpful. I understand that those in Mr. Person's office could not guarantee funding for the Elms as a result of their help. However, I never expected the assistance of the Department of Education to be detrimental. If you or your Department could be of assistance in explaining this seemingly incongruous situation to my constituents, I would be most appreciative of the help.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard E. Neal", written in a cursive style.

RICHARD E. NEAL  
Member of Congress

REN/rjk

cc: John Podesta

# REBUILD AMERICA'S SCHOOLS

MODERN SCHOOLS FOR A NEW CENTURY

National Parent Teacher Association • Council of the Great City Schools • National Education Association • American Federation of Teachers • American Association of School Administrators • National Association of Secondary School Principals • National School Boards Association • NAACP • National Association of Federally Impacted Schools • Sylvan Learning Systems, Inc. • American Institute of Architects • Organizations Concerned About Rural Education • National Rural Education Association • California Federal School Infrastructure Coalition • Bell Atlantic • SBC Communications

October 20, 1999

## SCHOOL DISTRICTS

Akron, OH  
Aldine, TX  
Birmingham City, AL  
Birmingham Public, AL  
Boston, MA  
Broward County, FL  
Brownsville, TX  
Chicago, IL  
Cincinnati, OH  
Clark County, NV  
Compton, CA  
Corpus Christi, TX  
Dayton, OH  
Detroit, MI  
Escambia, FL  
Houston, TX  
Jefferson Parish, LA  
Jersey City, NJ  
McAllen, TX  
Memphis, TN  
Miami-Dade, FL  
Milwaukee, WI  
Minneapolis, MN  
Montgomery, AL  
Nashville, TN  
Newark, NJ  
New Orleans, LA  
New York, NY  
Norfolk, VA  
Oklahoma City, OK  
Omaha, NE  
Pharr-San Juan-Alamo, TX  
Philadelphia, PA  
Providence, RI  
Richmond, VA  
Rochester, NY  
Savannah-Chatham, GA  
St. Louis, MO  
St. Paul, MN  
Toledo, OH  
Tulsa, OK  
Ysleta, TX

The President  
The White House  
Washington, DC 20500

Dear President Clinton:

Rebuild America's Schools and organizations representing parents, teachers, school administrators, school library specialists, school board members, architects, labor, as well as religious, civil rights, technology and other groups thank you for your strong leadership in pushing for meaningful federal school modernization assistance. We urge you to continue to make this issue a top priority in any final budget package negotiated this year.

As you know, our nation's schools are facing a significant infrastructure crisis. Many facilities are in desperate need of repair and renovation. Students across the country attend classes in buildings with leaky roofs, faulty wiring, and outdated plumbing. In many instances, overcrowded schools are forced to hold classes in temporary trailers. Such unsafe and unhealthy conditions impair student achievement and impact student discipline and safety.

Our organizations strongly support tax credits to pay the interest on \$25 billion in school construction bonds, as you proposed in your FY 2000 budget request. Such tax credits offer a practical approach for modern schools by retaining state and local discretion, avoiding the creation of new bureaucracies, and leveraging new investments in construction for maximum return on federal investments.

Negotiations on any budget or tax package offer a critical opportunity to meet the needs of our aging and overcrowded schools. A bipartisan majority of 232 Members of the House have cosponsored legislation to provide tax credits for school modernization bonds. An overwhelming majority of the public also supports meaningful federal assistance to help modernize our public schools. Given this support and the urgency of the need, it is essential to act this year to provide meaningful federal assistance.

We look forward to continuing to work with you toward ensuring all students a safe, modern learning environment.

Sincerely,



Bob Canavan  
Chair, Rebuild America's Schools

Alliance for Children and Families  
American Association of Educational Service  
Agencies  
American Association of School Administrators  
American Association of University Women  
American Counseling Association  
American Federation of School Administrators  
American Federation of State County, and  
Municipal Employees  
American Federation of Teachers  
American Institute of Architects  
American Jewish Committee  
American Library Association  
American Public Works Association  
Americans for Democratic Action  
American Society of Civil Engineers  
Association for Supervision and Curriculum  
Development  
Business Leaders for Sensible Priorities Action  
Fund  
California Advocacy for Federal Education  
California Federal School Infrastructure Coalition  
California State Superintendent of Public  
Instruction  
Consortium for School Networking  
Council for Exceptional Children  
Council of Chief State School Officers  
Council of the Great City Schools  
Dukane Corporation  
Food Research and Action Center  
League of United Latin American Citizens  
Mexican American Legal Defense and Educational  
Fund  
National Alliance of Black School Educators  
National Association for Bilingual Education  
National Association for College Admission  
Counseling

National Association of Elementary School  
Principals  
National Association of Federally Impacted  
Schools  
National Association of Rural Electric  
Cooperatives  
National Association of Secondary School  
Principals  
National Association of School Psychologists  
National Education Association  
National Education Knowledge Industry  
Association  
National Farmers Union  
National Grange  
National Indian School Boards Association  
National People's Action  
National Priorities Project  
National PTA  
National Rural Education Association  
National School Boards Association  
National Urban League  
New York City Board of Education  
New York State Education Department  
North Country Education Association  
North Powder School District  
Organizations Concerned About Rural Education  
People For the American Way  
Presbyterian Church (USA), Washington Office  
Rural Schools and Community Trust  
School Social Work Association of America  
Service Employees International Union  
The ASPIRA Association  
Unitarian Universalist Service Committee  
United Methodist Church, General Board of  
Church and Society  
United States Conference of Mayors  
United States Hispanic Chamber of Commerce  
Women of Reform Judaism

cc: Education Secretary Riley  
Treasury Secretary Summers  
Senator Charles Robb

Representative Nancy Johnson  
Representative Charles Rangel



# FAX TRANSMISSION

## U.S. DEPARTMENT OF EDUCATION

Office of Legislation and Congressional Affairs  
400 Maryland Ave., SW, Room 7E301  
Washington, DC 20202-3100  
(202) 401-1028  
Fax: (202) 401-1438

Date: 7/ 9 /1999

456- 7028

To: Jon Schnur

Office of:

From: Shelley Amdur (401-1030)

Number of Pages (including cover sheet):

Covendell back-up

May 18, 1999

Honorable William V. Roth, Jr.  
Chairman, Committee on Finance  
United States Senate  
Washington, D.C. 20510

Dear Mr. Chairman:

We write to express our strong opposition to proposals for education tax incentives (Joint Committee on Taxation, "Description of Chairman's Mark of Proposals Relating to Education Incentives" (JCX-020-99), May 17, 1999), which we understand your committee will consider this week. In the summer of 1997, as Congress was in the final stages of consideration of the Taxpayer Relief Act of 1997, the President stated that he would veto the legislation if it contained a proposal relating to Education Savings Accounts that is similar to the education savings account proposal contained in the Chairman's mark. In 1998, we wrote to inform you that we would recommend to the President that he veto similar legislation, which, after consideration and approval by Congress, he did. If this proposal were to pass the Congress this year, we again would recommend to the President that he veto the bill.

Every American child deserves a high-quality elementary and secondary education. We believe that targeting our limited Federal resources to build stronger public schools will help ensure that all our children receive the education they need to be productive citizens. Public schools serve approximately 90 percent of students in grades K-12 and currently face record-breaking enrollments. By focusing resources on public schools, we can leverage community investment to help parents, teachers, and administrators meet the important educational challenges they face in serving the vast majority of our children: meeting high standards for learning and discipline; fixing school buildings; and providing a safe, drug-free environment for children. For this reason, the President's FY 2000 budget proposals include a school modernization bond initiative that would leverage \$25 billion to renovate and build up to 6,000 public schools. In contrast, the Chairman's mark falls far short of adequately addressing the overwhelming problems that States and local communities face in building and modernizing their schools.

The current bill disproportionately benefits the most affluent families and provides little benefit to lower- and middle-income families. Additionally, given the expansion of tax-preferred savings vehicles in the Taxpayer Relief Act of 1997, which the Administration supported, we do not believe that further increasing the contribution limits for Education IRAs will generate much additional savings. Instead, the Chairman's mark would reward families, particularly those with significant means, for what they may do in any case.

We are also concerned that the bill would create significant compliance problems. The legislation allows tax-free withdrawals from Education IRAs for, among other things, tuition, fees, academic tutoring, special needs services, books, supplies and equipment expenses incurred in connection with the child's enrollment or attendance at a public or private elementary or secondary school. Withdrawals would also be tax-free if used for room and board, uniforms, transportation or supplementary items or services required or provided by the school.

Page 2 – Honorable William V. Roth, Jr.

Distinguishing between an appropriately tax-free withdrawal and one that should be subject to tax would lead to significant additional record-keeping burdens for families and schools, as well as disputes when discretionary purchases are made.

In addition to the points outlined above, we have other concerns with proposals in the bill that are not described in this letter.

We understand that Senators Robb and Conrad intend to offer a substitute that would replace the education IRA proposals in this bill with school modernization/construction bond proposals similar to those in the President's budget for fiscal year 2000. We strongly prefer that proposal and other alternatives that devote Federal revenue to improving the public schools so that a high-quality education is available to every American child regardless of his or her family income. Therefore, we strongly support the Robb-Conrad substitute.

Thank you for letting us bring our concerns to your attention, and we look forward to working with you on these important budget and tax issues in the days ahead.

Sincerely,



Robert E. Rubin  
Secretary of the Treasury

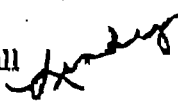


Richard W. Riley  
Secretary of Education

**Congress of the United States**  
JOINT COMMITTEE ON TAXATION  
Washington, DC 20515-6453

**MAY 18 1999**

**MEMORANDUM**

**TO:** Russ Sullivan  
**FROM:** Lindy L. Paull   
**SUBJECT:** Revenue Estimate

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This is in response to your request for an estimate of the average benefit per child in public school of a provision included in the "Chairman's Mark of Proposals Relating to Education Incentives," to be marked up in the Senate Committee on Finance this week.

We have determined the average benefit per child in public school for the Education IRA provision. This provision would: (1) increase the annual contribution limit to \$2,000; (2) expand the definition of qualified education expenses to include qualified elementary and secondary education expenses; (3) allow education IRA contributions for special needs beneficiaries above the age of 18; (4) allow corporations and other entities to contribute to education IRAs; (5) allow contributions until April 15 of the following year; (6) allow a taxpayer to exclude Education IRA distributions from gross income; and (7) claim the HOPE or Lifetime Learning credits as long as they are not used for the same expenses. The contribution limit provision would sunset on December 31, 2003. We estimate that the average benefit per child in public school would be approximately \$3 in taxable year 2001, \$4.50 in 2002, \$6 in 2003, and \$7 in 2004, thus providing an average yearly benefit of approximately \$5 per child in public school over the five-year budget window.

## COVERDELL K-12 IRA'S VS. SCHOOL CONSTRUCTION

### 1. LET'S ADDRESS THE REAL EDUCATIONAL NEEDS IN AMERICA

**HIGH PRIORITY:** Leaky roofs and overcrowded classrooms are real problems that need to be addressed. The Administration's proposal targets Federal resources to finance the construction and modernization of up to 6,000 stronger schools so that children across America will be able to learn in safe, modern, well-equipped schools.

**LOW PRIORITY:** Coverdell gives a tax break that would be worth on average only \$15, and at most \$96 for families earning up to \$150,000, for virtually any expenditure that might be related to education – home computers, recreational expenses, purchasing cars to get to school, etc.<sup>1</sup> This tax break does nothing to improve the basics of American education.

### 2. LET'S WORK TO STRENGTHEN PUBLIC SCHOOLS WHERE 90% OF AMERICAN MIDDLE-INCOME AND WORKING FAMILIES SEND THEIR CHILDREN

**STRENGTHEN SCHOOLS:** School modernization and construction will help schools reduce class size and provide a safer, more disciplined environment.

**WEAKEN SCHOOLS:** Coverdell disproportionately rewards wealthier families who would send their children to private school with or without this subsidy. In fact, the average per return tax benefit in tax year 2002 would be only \$7 for taxpayers with children in public schools and only \$37 for taxpayers with children in private schools.<sup>2</sup> The Coverdell bill will do nothing to fix school buildings and build new ones at a time when public schools face increased enrollment for years to come.

### 3. LET'S HELP COMMUNITIES PROVIDE MODERN, WELL-EQUIPPED SCHOOLS FOR THESE CHANGING TIMES AND THE TECHNOLOGICAL AGE

**PREPARE OUR CHILDREN FOR CHANGING TIMES:** School modernization and construction will help many communities provide modern, well-equipped schools that can be wired for computers and technology so that our children receive the education they need to succeed in the 21<sup>st</sup> century.

**WIDEN THE GAP:** The Coverdell bill would provide high-income families with a subsidy to buy home computers, while ignoring the needs of the vast majority of children who rely on getting computers in their schools to have access to technology.

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<sup>1</sup> These estimates are based on a similar proposal introduced by Senator Coverdell on July 31, 1997 and passed by the House of Representatives (H.R.2426) which would allow \$2,500 annual contributions to an Education IRA. The current proposal under consideration would allow \$2,000 annual contributions and would probably provide even smaller tax breaks.

<sup>2</sup> Source: Joint Committee on Taxation, U.S. Congress, 105<sup>th</sup> Congress.

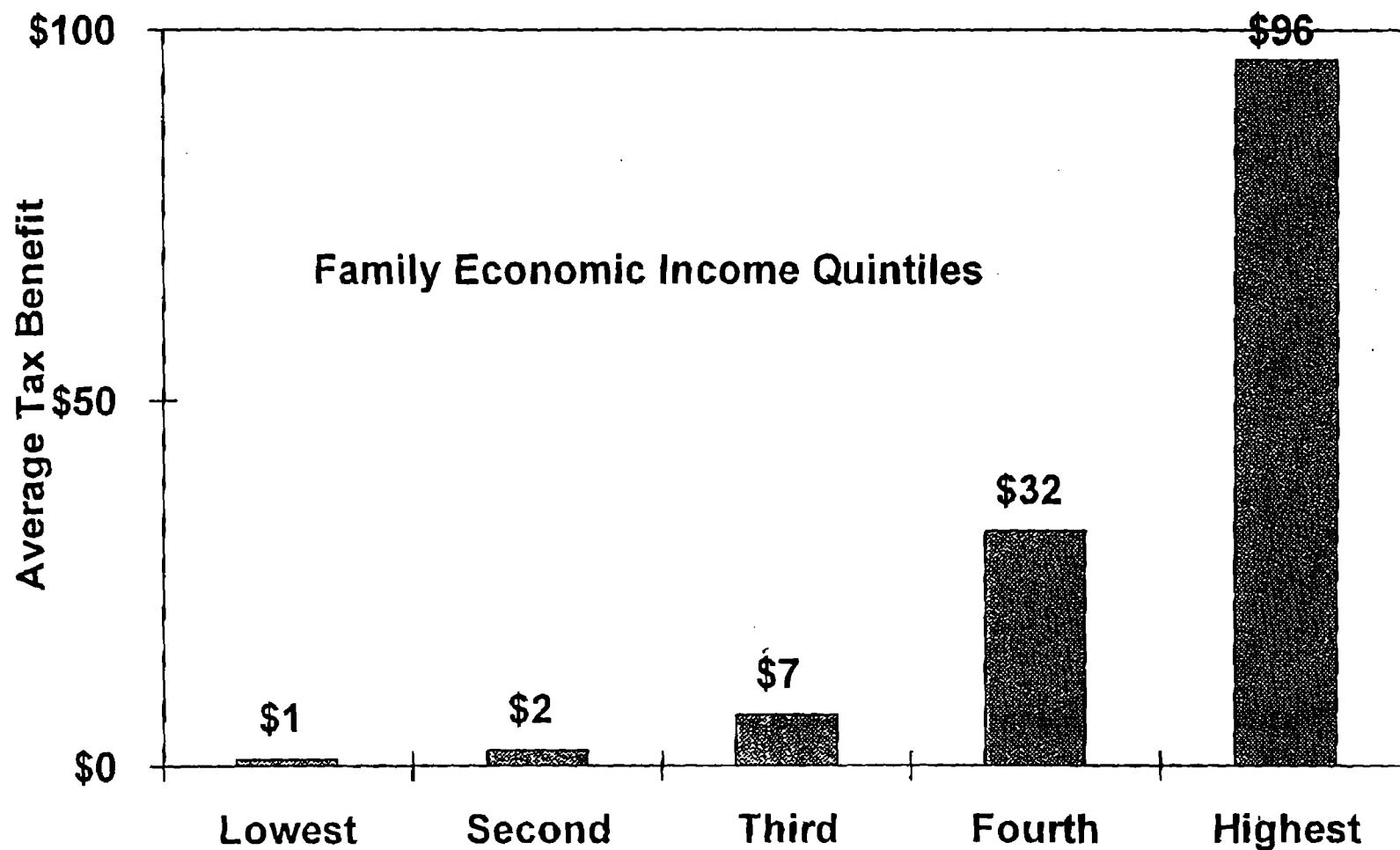
# **“A+ Accounts” Fail the Average American Family**

|                                        | <b>Eligible Tax<br/>Returns</b> | <b>Average Benefit<br/>per Tax Return<br/>(tax year 2002)</b> |
|----------------------------------------|---------------------------------|---------------------------------------------------------------|
| <b>Have Children in Public School</b>  | <b>35.4 million</b>             | <b>\$7</b>                                                    |
| <b>Have Children in Private School</b> | <b>2.9 million</b>              | <b>\$37</b>                                                   |

Estimates based on data from Joint Committee on Taxation, U.S. Congress, 105<sup>th</sup> Congress

NOTE: These estimates are based on a similar proposal introduced by Senator Coverdell on July 31, 1997 and passed by the House of Representatives (H.R.2426) which would allow \$2,500 annual contributions to an Education IRA. The current proposal under consideration would allow \$2,000 annual contributions and would probably provide even smaller tax breaks.

# Inequities in Coverdell IRA



NOTE: These estimates are based on a similar proposal introduced by Senator Coverdell on July 31, 1997 and passed by the House of Representatives (H.R.2426) which would allow \$2,500 annual contributions to an Education IRA. The current proposal under consideration would allow \$2,000 annual contributions and would probably provide even smaller tax breaks.



STATE OF ARKANSAS  
OFFICE OF THE GOVERNOR  
State Capitol  
Little Rock 72201

Bill Clinton  
Governor

September 28, 1988

286 Piedmont E  
Delray Beach, FL.  
33484-5047

Joseph L. Pollock  
P. O. Box 7053  
Delray Beach, FL 33484

Dear Joe:

Thank you very much for the invitation to attend the first statewide conference of Public School Alumni Associations in October. Due to prior commitments, I will be unable to attend.

It sounds like a very exciting conference. I hope that you can accomplish your purpose of bringing more volunteers into the public school systems. They are truly a resource which can make the difference in our schools.

I appreciate your remembering me and I hope the conference is most successful.

Sincerely,

Bill Clinton

BC:sm

To: Michael Feldman

From: Joe Pollock (Alon) Kessler  
Steve Pollock PA for Gene

Please help me secure  
2 Presidential Proclamation for Oct 14  
2000 as National Public School Alumni  
Day!  
Thanks Joe 571-498-7281

4606/5

## NEWS RELEASE

**FOR IMMEDIATE RELEASE**

October 12, 2000

**CONTACT:** Barbara C. Worth  
Communications Manager  
Phone: 480-391-0840  
Fax: 480-391-0949  
Email: barb@cefpi.org

**CEFPI RELEASES MILWAUKEE PUBLIC SCHOOLS STUDY  
DEMONSTRATING SIGNIFICANT RELATIONSHIP BETWEEN FACILITY  
CONDITIONS AND STUDENT PERFORMANCE**

SCOTTSDALE, AZ-- The Council of Educational Facility Planners International (CEFPI) recently commissioned a study to examine the relationship between the physical condition of schools and student achievement. Where our children learn takes on a higher significance, as we understand more about facilities and how they affect education. Conducted by Dr. Morgan Lewis of The Lewis Group, *Facility Conditions and Student Test Performance in the Milwaukee Public Schools* demonstrates that better school buildings have a positive effect on student achievement.

Using some of the best data available, this study used measures of the condition of 139 schools in the Milwaukee Public Schools and the test scores of students from these schools. The study included direct or proxy measures of several of the factors that influence learning. The Construction Control Corporation provided the facility scores from a study they conducted in 1991, while the Milwaukee Schools provided data and test scores from students who were tested while they attended fourth, eighth, and tenth grades in 1996, 1997, and 1998. The Milwaukee Schools also provided information regarding the characteristics of the students including attendance, truancy, suspension rates, mobility, eligibility for free or reduced-price lunches, race and ethnicity. When the effects of these variables were controlled by the researchers, differences in the facility measures alone typically explained about 10-15% of differences in test scores. For example, a 50 percent improvement in a facility score would result in a 5 - 7.5 point increase in achievement scores. The outcome variables used in these analyses were scores from math, science, social studies, language and writing tests. Reading, which is highly correlated with academic performance, was used an independent, or explanatory, variable.

(more)

11/1  
DRAFT  
JK

This study demonstrated that when differences in the individual ability of students are controlled by using the reading scores as an independent variable, measures of school facilities show stronger linkages than the differences in test performance across schools as indicators of the family backgrounds and school attachment of the students. Out of 36 estimates of the relationships of measures of school facilities to student test performance, 11 were found to be significant. Out of 48 similar estimates of the relationship between measures of mobility rates and eligibility for free/reduced-price lunches as well as attendance and suspension rates to test performance, only 9 were found to be significant.

When the complexity of learning and the number of factors that influence it are considered, the difficulty of estimating the effects of facilities is not surprising. Most studies are able to control only a few of the influences on learning, and can explain relatively little of the total variability in test scores. Some past studies from a variety of perspectives have found a statistically significant relationship: students demonstrate higher achievement, and teachers perform better, in environments that are adequate for learning.

The Council of Educational Facility Planners International was founded in 1921 as The National Council on Schoolhouse Construction and is the primary advocate and resource for planning effective educational facilities. Fostering and disseminating best practices in creative school planning, CEFPI promotes excellence in student learning environments, serving those who use, plan, design, construct, maintain, equip and operate educational facilities. The Council is a not-for-profit organization representing more than 2200 members in the United States, Canada, and other nations worldwide.

###