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February 17, 1998

The Irons Family
c/o Allergy and Asthma Clinic
of North Bethesda
10401 Old Georgetown Road,
Suite 401
Bethesda, MD 20814

Dear John, Connie, and Family:

I hope the new year is off to a busy, happy start for all of you. It may seem somewhat distant now, but enclosed are some photos from your visit with the President after the radio address. I'd say that you have a very photogenic family! It's too bad that the entire clan couldn't participate, but I know it meant a lot to the President to get a chance to meet the four of you.

I'm sure that all of you must have many extraordinary memories of the past few months, but I hope coming here to White House will be one of those you recall most fondly.

Congratulations again on your inspiring family effort. Missy and I think of you often. Best wishes for a healthy and productive Spring.

Take care.

Sincerely,

Bill Kincaid

Enclosure



1997-1998

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TED W. SMALL

202-457-7031

October 27, 1997

William Kincaid, Esq., Associate Directory For Education Policy
Domestic Policy Council
The White House
Washington, D.C. 20202-8100

Dear Bill:

Attached is a draft of a brochure that the Public Schools Committee has been developing over the past year to promote increased lawyer involvement in our public schools. As you know, the ABA Section of Individual Rights & Responsibilities ("IRR") formed the Public Schools Committee last year in an effort to engage lawyers in the business of improving America's public school system. The Committee has developed the substance of the attached draft through the research and reports generated by its five subcommittees: 1. lawyer involvement; 2. fiscal equity reform; 3. standards-based reform; 4. site-based management; and 5. charter schools.

We provide you with this draft primarily to keep you informed about the work of the Committee, but we would also appreciate any guidance to improve its substance and presentation. The IRR Section has not yet made any final decisions about whether to present the compilation as a scaled-down, glossy brochure or substantially as is as an attachment to a cover letter by some public figure who can endorse the initiative to law firms across the country.

Very truly yours,

PUBLIC SCHOOLS COMMITTEE

Ted W. Small, Chair

PHOTOCOPY
PRESERVATION

INTRODUCTION

The Public Schools Committee of the Individual Rights and Responsibilities Section of the American Bar Association ("IRR") is pleased to offer this booklet as part of our effort to engage lawyers in the work of improving the nation's public schools. As attorneys, we share a proud tradition of caring about education and of striving to ensure that every child is given an equal and meaningful opportunity to succeed in life. This booklet is intended to help realize that goal by providing a succinct framework to enable lawyers to become involved in public schools based upon models of participation which have been successfully implemented in different areas around the nation.

The legal community which has exercised such great leadership in the fight for ensuring equal access to our public schools has a special responsibility to lead the effort to improve the quality of those schools. Fortunately, many lawyers, law firms and other community groups have already begun this effort. The ways in which these groups have involved themselves in our school systems serve as the foundation for the models of lawyer involvement contained in this brochure. These models are summarized in three different "menus" which include (1) adopting a school, (2) direct student and parent representation, and (3) systemic reform. Each of these menus is addressed in the booklet and is accompanied by specific examples of successful programs already underway.

The ABA's Public Schools Committee encourages law firms throughout the country to make a commitment to replicate these lawyer involvement programs in their own communities and to support the lawyers who choose to devote a portion of their time and energy to the important task of improving our nation's public schools.

MENU ONE: ADOPT A SCHOOL

Successful schools create successful students. Sadly, too many public schools make do with inadequate resources, outdated textbooks, poorly maintained facilities, and little or no technology. In schools with large class sizes, students compete for the teacher's attention and often go without the extra assistance they need to become successful learners.

A law firm can address these problems by informally adopting a school. Student performance is enhanced when the schools they attend are well-supplied and the facilities are safe and attractive. Students learn even better when they receive individualized attention and can count on adults who care about their future and well-being. Under the adopt a school model, firms can make major contributions in the following ways:

- Serving as Tutors and Mentors,
- Providing speakers to address student and parent gatherings,
- Training parents in educational advocacy and other legal issues,
- Conducting moot court programs,
- Developing conflict resolution/mediation programs,
- Funding scholarship programs,
- Sponsoring field trips to courts, law offices, and non-legal attractions,
- Coordinating donations of "gently used" items like clothing, computers, and books,
- Assisting in school beautification projects.

Many firms have successfully partnered with public schools to provide a combination of these services. There are also programs offered by local bar associations and non-profit organizations and foundations which law firms can implement in the schools they have adopted.

Commitment is essential to the success of any service a firm chooses to provide. Partnerships thrive only when firms are truly dedicated to improving the schools they have adopted and to making positive contributions to the lives of its students. For this reason, firms should commit to their adopted schools for at least a three year period and make clear to the partners, associates and other employees who choose to participate that spending time at the school is encouraged and expected on a regular basis.

It's easy to adopt a school.

- First, decide upon the amount of time and resources your firm is willing to devote to an adopted school. Keep in mind that this is important work which will require a consistent commitment of time from a core group of interested lawyers.
- Next, decide which school your firm should adopt. Check with your local school district to determine which schools are the most needy (or at least which schools have the highest proportion of students receiving a free or reduced lunch). Approach the principal with your idea of forming a partnership and the general amount of time and resources your firm can devote.
- Form a team comprised of members of the firm and school to define the goals and objectives of the partnership, and draft a design for the program. This team will work together to implement, monitor, and evaluate the partnership's success.
- The team should appoint one person at the firm and one person at the school to act as liaisons who can coordinate activities on regular basis. These individuals may act as contacts in the event a tutor is unable to make a session or if a child is out of school the day he or she is to meet with a mentor.
- Meet with the associates and other employees of the firm who are interested in taking part in the adopt a school program. Each participant should understand that firm encourages and expects consistent participation.

TUTORING AND MENTORING PROGRAMS

An important way for lawyers to become involved in the lives of students is to serve as tutors and mentors. By working directly with children, tutors and mentors provide the kind of one-on-one attention that so many students crave but often go without. In these days of exploding class sizes and increasing numbers of single parent homes, it is more important than ever that tutors and mentors meet with students individually to offer extra help with schoolwork and to provide guidance in setting and following through on life goals. Because so many of us have benefitted from a caring adult who was available for encouragement and support, we have a duty to devote our time and skills to students now struggling to succeed.

TUTORING PROGRAMS

Tutoring works! Studies show that student achievement is greatly enhanced by well-structured, targeted tutoring programs. An AmeriCorps tutoring program involving 128 second graders assisted the students in improving their reading comprehension skills by an average 2.8 grade levels in just nine months.¹ These are significant, life-changing results.

Although tutoring sounds easy, it is critical that such programs possess certain characteristics. A successful tutor (1) meets with the student consistently; (2) learns and uses the student's name; (3) listens to the student; (4) is patient and relaxed; (5) utilizes positive methods for responding to the student's errors; (6) reinforces the student's progress; (7) demonstrates proper academic processes; and (8) assists the student in progressing from being fully supported by the tutor to working, independently. For best results, it is recommended that tutors meet with their students at least once a week for approximately one and a half to two hours. If weekly sessions are not possible, it is recommended that tutors work as a team so that the student meets with one of them each week.

MENTORING PROGRAMS

There is no greater gift than to help a child to believe that he or she truly matters and can achieve virtually anything in life. The assistance of a devoted mentor can work wonders for a child and is one of the most valuable ways that a law firm can become involved in our public schools.

A mentor is a true friend. Whether providing a student with academic support or a shoulder to lean on, a mentor enjoys a unique opportunity to make a real difference in the life of a child. Mentors can help youngsters meet their potential by assisting them in goal setting, encouraging them to work toward their dreams and learn from their mistakes, modeling good behavior, introducing them to the world of work, and simply listening to their hopes and fears.

As with tutoring, it is recommended that mentors meet with their students at least once a week for one and a half to two hours. It is crucial that the mentor be dedicated to meeting with the child on a consistent basis. Students look forward to these meetings and are disappointed if the tutor or mentor fails to show up on a scheduled day. If a mentor must miss a session, he or she should let the student know as soon as possible.

¹UNITED STATES DEPARTMENT OF EDUCATION, PRESIDENT CLINTON'S AMERICA'S READING CHALLENGE: HELPING EVERY CHILD READ WELL BY THE END OF THE THIRD GRADE, at 14 (August 27, 1996).

The following are some brief examples of successful tutoring and mentoring programs which can be modeled by firms interested in adopting a school:

- **Chapman & Cutler--Avondale School:** Chapman and Cutler, a Chicago law firm, has formed a partnership with the Avondale School, an elementary school serving approximately 900 pre-kindergarten through fifth grade students. Chapman and Cutler's main effort has been to send volunteers to the school to have fun yet educationally enriching experiences with students at all grade levels. Every week that school is in session, Chapman and Cutler sends six to eight volunteers to Avondale to read books to the children in English or Spanish (followed by a simple craft project) or to play educational games. At the end of every school year, Chapman and Cutler purchases for each child one book of his or her choice for summer reading. Each Spring, Avondale has a career week to expose fifth graders to the world of work and its career possibilities. Last year, 116 fifth graders visited the Chapman and Cutler offices and sixty-one Chapman and Cutler volunteers shepherded them around the firm or participated in four education sessions designed to provide insight into work at a large firm.
Contact: Susan L. Gilbert (312) 845-3000
- **Covington & Burling--Cardozo Senior High School:** For over five years the firm has partnered with Cardozo Senior High School. The centerpiece of the firm's partnership with Cardozo is its Saturday Academy. The Academy provides approximately 20 students with enrichment experiences on Saturday mornings. Field trips, in-house sessions on job-readiness, computer and Internet training are components of the program. The firm reserves one-third of its summer hires for Cardozo students and currently employs over one dozen Saturday Alumni as permanent employees. Working with the school to improve parental involvement, the firm sponsors Family Night several times each year, providing a catered meal and entertainment. The evenings are coordinated with report cards and parent-teacher conferences and draw between 300 and 400 parents and students for each event. Other partnership activities include tutoring, mentoring, and coaching the school's Street Law program sponsored by Georgetown University Law Center.
- **Texas Young Lawyers Association--Aspiring Youth Program:** This program seeks to increase "at-risk" middle school students' aspirations to graduate from high school and college. Role models and mentors from the legal and business communities work with these students to demonstrate the importance of education, hard work, and commitment through a variety of educational and athletic activities after school during the "latch-key" hours. Founded in Houston in 1992, the program has expanded to over 26 towns and cities in Texas and eleven states across the nation. It was selected by the ABA as the top public service program in the country for 1996 and is being promoted by the ABA Young Lawyers Division as a flagship public service program.

Contact: Texas Young Lawyers' Association- (800) 204-2222 or (512) 463-1463, Ext. 6429.

SPEAKER PROGRAMS AND TRAINING

Lawyers possess unique knowledge about our nation's system of justice and governance. By participating in speaker programs, lawyers can improve student awareness of how our government operates and can also provide students with knowledge about "street law" and other legal issues which affect their lives.

Many children encounter difficulties in school because their households are plagued by legal problems like evictions, job discrimination, divorce, and disability. For that reason, attorneys in an adopted school can make valuable contributions as interpreters and explainers of the law. Through legal presentations about public benefits, landlord/tenant disputes, and consumer law, lawyers can help parents to understand the legal issues they commonly encounter before problems arise.

A well-designed training program can also teach parents how to advocate for their children in the educational arena. Parental awareness and participation in the education of their children is often the most significant factor in improving student achievement. By empowering parents to stand up for their children's rights, lawyers can help to ensure that existing laws and educational programs are administered properly and that students receive the education they deserve.

A few speaker programs and parent training projects are described below:

- **Bar Association of San Francisco--Speakers in the Schools Program**: The New Lawyer Division of the Bar Association of San Francisco sponsors a Barristers Club Speakers Bureau in which committee members match requests from San Francisco elementary and secondary schools with lawyer and legal assistant volunteer speakers. Speaker topics range from constitutional rights, criminal law, the environment, family law, and law as a profession. Hundreds of individuals have participated in this program which received the California Bar's highest award for new attorney programs in 1995.
Contact: Ann Coulson (415) 267-0708
- **Boston Bar Association--English High School I**: West Information Publishing Group, the Boston Bar Association, and English High School have formed a partnership designed to teach students about the role of law and justice in their lives. Students in the "Law and Justice Class" at English High study a particular legal topic for several weeks. A team of lawyers then visits the class and does a panel presentation for the students. The students are later assigned special projects related to the topic. The teacher then selects students with the best

projects to make one-hour presentations to lawyers at a breakfast meeting hosted by a Boston law firm.

Contact: Gabrielle Harder (617) 742-0615

- **Center for Law and Education:** The Center for Law and Education, a national non-profit organization, provides training for parents and advocates concerning a range of topics aimed at improving the educational outcomes for all students. Training includes, for example, specific information about: the rights under federal and state statutes to a high quality education; parents' rights to be involved in making key decisions about their children's education; Integrating Academic and Vocational Education; Standards-Based Reform and Students with Disabilities; Using Title I and Standards-Based Reform to Improve the Quality of Education for Low-Income Students.
- **Legal Outreach:** Legal Outreach is a New York organization which organizes volunteer lawyers to go to public schools to provide a variety of services like training teachers about the law, mentoring, and coaching moot court teams. The Manhattan District Attorney's Office sponsors a program through Legal Outreach in which ADAs visit junior high schools to teach students about "street law," meaning search and seizure, stop and frisks, arrests, police use of force, and dealing with crime in their communities. Law students also volunteer in the program.

Contact: James O'Neil (212) 769-7515

MOOT COURT

Moot court programs are tremendously popular among attorneys involved in public schools. Moot court affords lawyers the opportunity to share their legal skills with young students. These programs also expose children to the workings of our judicial system and allow them to experience firsthand what it is like to take part in a trial.

Although most moot court projects are designed as an educational experience, these programs can also serve an important function in addressing disciplinary problems in the schools. Given today's trend of "getting tough" with so-called problem students, it is more important than ever that alternatives to suspensions and expulsions be developed and implemented in our schools. Moot court programs offer a unique opportunity to hold students accountable for their behavior while dealing with their cases in a constructive, educational way. One successful moot court program is described below:

- **Hillsborough County (Florida) Bar Association--Mock Trial:** During the Florida Bar's "Law Week", the Young Lawyer's Division of the Hillsborough County Bar Association presents a mock trial to second grade students based upon the popular children's story, "Goldilocks and the Three Bears." The students act as

jurors and render verdicts based upon each lawyer's questioning of the Goldilocks characters. The children are encouraged to ask questions.

Contact: Robert Stern (813) 223-7474

- **Holland & Knight--Benteen Elementary School**--Last year, lawyers in Holland & Knight's Atlanta office organized mock trial sessions on the Three Bears v. Goldilocks case for two fifth grade classes at Benteen Elementary School, an inner city school in southeast Atlanta. For two months leading up to the trial, the attorneys assisted the students in preparing for their roles as the parties, counsel, expert witnesses, jurors, and bailiffs. The attorneys served as judges for the trials. The teachers allowed the attorneys to give the students homework assignments concerning their trial preparation. The attorneys fielded telephone calls from students with questions about their homework and then reviewed the completed assignments during their next school visit. In support of this program, the Georgia Supreme Court and Georgia Court of Appeals volunteered their adjoining courtrooms for the two mock trial sessions. The students also received expert witness preparation assistance from engineering students at a local college and a local consulting firm. The mock trial program is only the latest of programs including tutoring, mentoring, scouting, and a Student Honor Court project that the firm has developed to further its six year old partnership with Benteen through The Atlanta A+ Partners in Education Program, which is sponsored by the Atlanta Chamber of Commerce.

Contact: Mary Jo Schrade (817) 817-8500

CONFLICT RESOLUTION/MEDIATION

An epidemic of violence exists in many of the communities in which our children are expected to learn and grow. Although schools in these communities are often the only places where students can feel safe, violence is often seen by students as the primary method for resolving differences. Sadly, huge numbers of students have lost (or never even acquired) the ability to resolve their disputes in a rational, nonviolent way. Unless this problem is addressed, these students will enter our streets and marketplace without constructive means for settling differences.

Our legal system embraces many types of dispute resolution which has led more and more attorneys to enhance their mediation and negotiation skills. By adopting a school, a law firm can share these techniques with students who are sorely in need of alternatives to violence as a way of settling their disputes. The following are some examples of such successful programs in this area:

- **ABA Tort and Insurance Practice Section, Dispute Resolution Section, or the Young Lawyers Division--ABA Project Outreach**: Each of these ABA entities

designates lawyers to work in teams to implement new or enhance existing school-based peer mediation programs. The lawyers agree to help the designated school for at least a full year. At each project implementation site, teams of three attorneys are trained in mediation techniques, the components of a school-based mediation program, establishing a school mediation program, reaching out to the community, working with existing programs, and promoting the idea to parents and school officials. These teams start and support school programs with the training and information they receive. In starting programs, participants are encouraged to take the following steps:

- (1) **Gain the Principal's Support**
- (2) **Train a core group of faculty, administration, student, community & parent supporters**
- (3) **Provide awareness of the program to the entire faculty, student body, parents and community leaders**
- (4) **Select the Conflict Managers**
- (5) **Determine the scope of the program and the intake and referral process**
- (6) **Train the conflict managers and have graduation ceremonies**
- (7) **Begin Mediation, monitor progress, retrain, celebrate success**

Contacts: ABA Torts and Insurance Practice Section, (312) 988-6229; ABA Section of Dispute Resolution, (202) 662-1680; ABA Young Lawyers Division, (312) 988-5671.

- **The Juvenile Arbitration Program of the Juvenile Court in Pinellas County--Teen Court:** The Teen Court program requires first time juvenile offenders who have committed misdemeanors to assume responsibility for their behavior and accept punishments sanctioned by juries of their peers. Teen Court brings juvenile offenders into a court environment comprised of peers from local schools. Teen volunteers assume the roles of defense/prosecuting attorneys, bailiffs, court clerks, and jurors. Attorney volunteers serve as judges and assist students who are acting as prosecuting and defense attorneys.
Contact: Marty Fogle (813) 464-6515
- **Weil, Gotshal & Manges--Seaton Elementary School:** In Washington, D.C., the firm of Weil, Gotshal & Manges has partnered with Seaton Elementary School. Individuals from Weil Gotshal meet directly with sixth grade students and take

part in conflict resolution activities. Under the supervision of a teacher, student mediators conduct hearings to settle lunch time playground disputes.

Contact: Rhett Weiss (202) 682 7000

SCHOLARSHIP PROGRAMS

Studies indicate that nearly one-third of our nation's children currently live in poverty. Many more students come from families who, while living above the poverty line, lack the wherewithal to send their children to college. Without the promise of higher education, children who already face tremendous obstacles in their efforts to succeed in school may simply throw up their hands in frustration because college is out-of-reach. These students may decide at a young age that if higher education is not available, there is no reason to work in school or even to graduate. By sponsoring scholarship programs for at-risk, low-income children, law firms can provide students just the incentive they need to live up to their potential. The following is an example of a scholarships program that also includes a mentoring program:

- **Quest for Kids:** Quest for Kids is a program established in Collier County, Florida, which identifies at-risk fourth grade students who have the potential to one day attend college but whose families lack the financial means to pay for higher education. Students are assigned mentors from the business community who commit to meeting with the students for one hour each week for an entire year. The majority of mentors "re-enlist" the following year. Quest for Kids has teamed up with the Quest Education Foundation which raises money to finance prepaid college scholarships for students participating in the Quest for Kids program. Once a fourth grader is selected, four full years of college tuition is purchased through Florida's Prepaid College Tuition Program and the tuition money is earmarked for that student upon his or her graduation from high school.
Contact: (941) 643-0578

MENU TWO: STUDENT AND PARENT REPRESENTATION

Adopting a school is not the only way for lawyers to become involved in the affairs of students. In fact, students and parents often find themselves in need of legal assistance because their interests are aligned against those of their schools or school district administration. Children with disabilities, for example, are commonly denied services which are necessary for them to receive an appropriate education. Without the assistance of an attorney, the parents of these children are often unaware of their children's rights or feel helpless to fight the school bureaucracy. This reality gives rise to a separate category of lawyer involvement.

It is also essential for lawyers to become involved in organizing and training parent groups to push for changes on a districtwide level. For instance, under the federal Title I program, parents must be consulted and given a meaningful role in deciding how a school district will structure its programs for educationally disadvantaged students. All too often, parents are denied the opportunity to take a meaningful role in the design of these programs and are forced to accept whatever the administration decides to offer such disadvantaged students. By organizing, educating, and training parents to aggressively assert their rights and refuse to be ignored, lawyers can help to ensure that laws like Title I are successfully implemented.

Law firms can provide direct representation to students and parents in a variety of contexts:

- **Representing students at disciplinary and special education hearings;**

Nationwide, a growing number of students are being suspended and/or expelled from school. As a consequence, their educational and life choices are severely limited. In many instances, parents of children facing school disciplinary proceedings are ill-equipped to single-handedly assert their children's rights and pressure school officials to work with them at finding viable alternative solutions. Issues of poverty, culture, and language-barriers may inhibit a parent's ability to effectively participate in the school disciplinary process.

Representing students at school disciplinary hearings is an important way for lawyers to make contributions to the lives of students. Such representation provides a mentoring relationship with students. Often, the volunteer attorney is the first person to vigorously advocate for the student's right to obtain an education. Many attorneys have witnessed their clients "turn around" after realizing that someone cared enough to fight for their right to go to school.

This type of representation also provides trial-related experience to volunteer attorneys, including the presentation of direct testimony, cross-examination of witnesses, opening and closing statements. A volunteer attorney can expect to expend an average of eight to fifteen hours including preparation time and

hearing appearances on each school discipline case. On rare occasions, an administrative writ may be necessary to obtain appropriate relief. In such instances, a volunteer attorney will need to set aside approximately thirty hours to close a case.

Contacts: Iris Eytan, Legal Advocates for Children & Youth (408) 293-4790; Deborah Escobedo, META (415) 398-1977; Ana Maria Loya, La Raza Centro Legal (415) 575-3500.

- **Attending "IEP" meetings with parents of students with disabilities to ensure that the students are receiving an appropriate education,**
- **Providing legal assistance and advocacy to parent organizations interested in implementing changes in school board policy,**
- **Organizing, educating, and training parents to assert their rights and the rights of their children.**

MENU THREE: SYSTEMIC REFORM

Lawyers are in a unique position to help make systemic reforms in the educational system as a whole. Below, the ABA's Public Schools Committee has developed some suggestions for lawyer involvement in some of the most influential systemic reform efforts:

- **Fiscal Equity Reform**: School finance reform litigation offers the opportunity for many lawyers to become involved in morally compelling and intellectually interesting lawsuits. Since the Supreme Court blocked federal constitutional relief in the 1974 case of San Antonio School District v. Rodriguez, challenges to inequitable school funding have been brought exclusively in state court and have been based on state constitutional education and equal protection clauses. Close to 40 States have been sued at least once since 1974, and at least fifteen funding plans have been declared unconstitutional. Much work remains to be done, however, as lawsuits are pending in at least 12 states. Even in those states where litigants have been successful in their initial challenges, court proceedings regarding remedies often last for years; in New Jersey, for example, the state Supreme Court in May 1997, in its tenth school finance decision in 25 years, once again declared New Jersey's funding formula unconstitutional.

Those interested in becoming involved in such litigation should contact the plaintiffs' representatives or the Public Schools Committee. In addition to offering direct assistance to plaintiffs' attorneys, many opportunities exist for representing amici, as a number of diverse groups have a significant stake in the outcome of school finance litigation.

Lawyers can also get involved in this important area by organizing forums that educate and promote civic dialogue concerning fiscal equity reform in public education. As Michael A. Rebell noted, we cannot underestimate the power of public discourse in convincing the citizens of our states that major systematic changes need to take place to ensure the equal educational opportunity for all children for the future of our society.² Panel discussions during regularly scheduled local bar or public interest law group meetings provide an excellent way to initiate this dialogue. Panel members could include a teacher or administrator from a local public school, a public interest attorney, and a local politician or school board member who has an interest in educational equity reform. Other potential panel members include local business leaders who recognize the value of an educated work force and/or law enforcement personnel who can provide concrete examples of how effectively educating all of the

² Michael A. Rebell, Fiscal Equity in Education: Reconstructing the Reigning Myths and Facing Reality 21 N.Y.U. Rev. L. & Soc. Change 691 (1995).

community's children can help to reduce crime. Members of the clergy may also be interested in this issue and wish to participate in a panel discussion.

During the discussion, panel members should describe for the audience examples of the funding disparities with their local area and the impact those disparities have on the student population. Next, the panel can discuss legal developments in the community, if appropriate, and the legal developments concerning equity reform across the country. Ideally, discussions of this nature will increase the audience's appreciation for the problems of inequitable public school funding which exist in their community and begin a dialogue to reform the system.

- **Educational Standards:** Most states are in the process of developing academic standards for what all students should know and be able to do in at least the core content areas (math, reading/language arts, science, and social studies). It is schools' jobs to make sure students are able to meet the standards. Usually, the school, district, or state, gives an assessment to determine whether or not students are meeting the standards. In some communities there have been rich discussions among parents, students, educators and community members, about what academic standards are, what the community wants its students to know and be able to do, how standards can work to improve the quality of education in the community, and what happens if schools are not enabling students to meet the standards. In many places, however, there has been no such discussion. Below are a series of questions parents and advocates can ask on behalf of students regarding standards-based reform:
 1. Does this school have standards? Are they challenging? Who decided what the standards are? If the school has standards, go on to question 2. If the school does not have standards, find out if the state has standards (usually this just takes a quick call to the state department of education). If they do, it may be that the school is failing to implement standards at the school level.
 2. Are they the standards for all students? What about students with disabilities, limited-English proficiency, or low-income students? Do school staff expect and help them learn to the same high standards? Or are they placed in low track courses with lower standards?
 3. Are courses designed to help my child reach the standards?
 4. Do the standard guide what teachers teach?
 5. Do teachers use the standards when they develop learning materials?

6. Do the tests students take match the standards and what the teachers cover in class?
 7. Are all groups of students -- low-income, disabled, limited-English proficient, different races and genders, etc. -- doing well on the test?
 8. For what purposes are the test results used?
 9. If my child is not meeting the standards, how is the school prepared to help my child?
- **School Governance:** Many areas are experimenting with ways of involving school stakeholders--parents, teachers, students, principals, and the school community--in the governance of the school. This is done through a variety of legal mechanisms: state law, collective bargaining agreements, policies adopted by boards of education or general superintendents on a pilot or systemwide basis. Because the stakeholders of individual schools are usually provided with few if any resources by the system to effect this governance, there is a need for attorneys to provide legal advice to those with authority to make governance decisions involving, for example, the selection of the school's principal, the allocation of the school's budget, and the academic program at the school. One program for involving volunteer attorneys in school governance is described below:

The Lawyers' School Reform Advisory Project. The Chicago Lawyers' Committee for Civil Rights Under Law, Inc. has sponsored the Project since the Illinois legislature provided that each of Chicago's over 550 schools will be governed by a local school council made up of parents, teachers, members of the community, the principal and a student. Volunteer attorneys assist Project lawyers who act as corporate counsel for these local school councils. Volunteers prepare legal memoranda on systemic and individual school issues, train LSC members on roles and responsibilities under the law and the principal evaluation and selection processes, assist in the preparation of publications prepared by the Project to explain changes in the law and other legal matters to LSC members, and act as advocates for LSCs in areas of conflict between the LSC and the principal or the board of education.

Contact: Zarina Suarez O'Hagin (312) 332-2494.

CanFuture Development Inc.**"the fastest way to learn to speak English – GUARANTEED"**

November 3, 1997

Mr. Bill White
Public Liaison Office
The White House
1600 Pennsylvania Avenue
Washington, D.C. 20500
Telephone (202) 456-7032
Facsimile (202) 456-6218

Dear Bill:

As per our conversation on Friday, I am writing to you to outline our proposed gift of educational software to all United States schools.

Our product, ESL Pro (www.canfuture.com), has been proven, in both public schools and English as a Second Language schools, to reduce ESL training costs by as much as 50%. ESL Pro has taken years to develop at a cost of over \$7 million CDN. We see ESL Pro as an invaluable tool to assist educators in teaching children and adults how to speak English. ESL Pro is designed to work on Windows 3.x, Windows 95 and Windows NT and we are currently moving the product to the Macintosh environment.

As CanFuture sees our main markets for ESL Pro as being Asia, South America and Europe, we feel we can benefit our home countries (I am an American by birth and our VP of Sales & Marketing is Canadian) by gifting our technology to the students of America.

We see the United States school system as a market which requires our products, but due to ongoing budget restraints is unable to obtain all the required technology to better equip our younger generation.

Our intention is to gift an unlimited use nation-wide site license to ESL Pro, for use in all of the schools (primary, secondary and post-secondary) in the United States. We see this gift occurring close to December 25, 1997 so that the gift may be construed as a Christmas present to the "Students of America". We would like to present a commemorative copy of ESL Pro to President Clinton in honour of his Education Initiative.

As there are approximately 110,000 schools in the United States with 45% having an ESL program, our intention is to produce 50,000 CD-ROM versions of ESL Pro for distribution through the National Clearinghouse for the Office of Bilingual Education to any and all schools that would like to use ESL Pro. Additional CD-ROMs will be produced as required.

CanFuture Development Inc.

"the fastest way to learn to speak English – GUARANTEED"

In addition to the gift of ESL Pro, we are working to secure 10 partners who will jointly donate \$100,000 in computer equipment to one school in each state whose ESL students advance the most during the term ending June 1998. We are at present seeking partnerships with companies such as IBM, Microsoft and AT&T for this second component of the gift. We will be putting up a secure web site for schools to download ESL Pro and also to work together to administer the contest.

To date, I have had discussions, at the Department of Education with Secretary Richard Riley who put me in touch with Bill Wooten, Special Assistant to the Secretary. Bill then put me in touch with some people at the Office of Bilingual Education and the National Clearinghouse and has said he would assist in any way that he can to help make this gift a reality.

At the National Clearinghouse for Bilingual Education, I have spoken to the Director, Joel Gomez (202) 467-0867 (he is also the Director of the Center for the Study of ESL) with respect to the actual delivery of ESL Pro to the schools.

Additionally, I am working with Doyle Delph of Gifts in Kind International (703) 836-2121 who has asked one of his assistants, Sandy Lynch, to evaluate our gift and determine how they can better assist us in co-ordinating the mechanics of administering the gift. Gifts in Kind International is a leading charity in the field of product philanthropy, helping companies donate product efficiently to charities and schools.

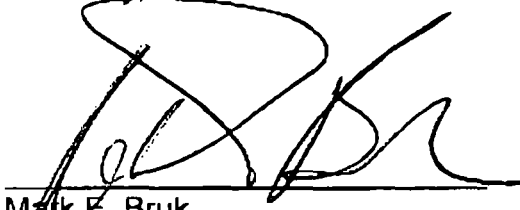
Our present game plan is to get The White House, the Department of Education and the Department of Bilingual Education involved with our project and with help from these government agencies, work with Gifts in Kind International to co-ordinate the delivery of the gift to the schools.

We are currently seeking to have a US company join us in this gift giving by providing the necessary funds to cover the hard costs of administering the gift.

I have also attached an Executive Summary on CanFuture Development Inc., which will give you some background information on the company and the product.

I look forward to working closely with you over the next few months to better orchestrate the delivery of our gift to the "Students of America".

Sincerely,



Mark E. Bruk
President

CanFuture Development Inc.

"the fastest way to learn to speak English – GUARANTEED"

EXECUTIVE SUMMARY

CanFuture Development Inc. ("CanFuture"), incorporated in 1984, is a wholly owned British Columbia corporation. CanFuture's core business is the sales & marketing of leading-edge technology.

CanFuture has secured the exclusive worldwide rights to develop and market a unique, proprietary system of Computer Assisted Language Learning based upon the patent-pending *Boswell™ English as a Second Language Program – Level One* ("Boswell System").

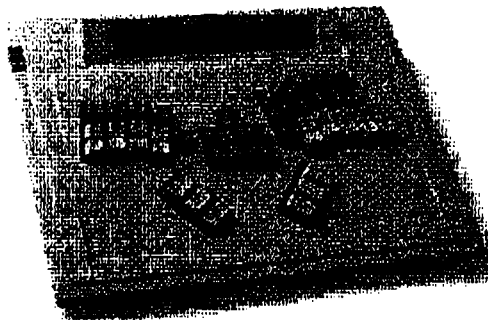
By agreement dated September 23, 1997, CanFuture has secured the exclusive worldwide rights to sell, modify, use and exploit all of Boswell's patent-pending technologies, trademarks, copyrights, logo's and products for the English as a Second Language ("ESL") market.

Boswell spent many years and in excess of \$7,000,000 in research and development to complete this revolutionary product line. The Boswell System has been used and rigorously tested in public and private schools in British Columbia, Ontario, Washington State, Texas, China and Russia since 1993.

It is a proven teaching tool, with students learning to speak English twice as fast when using the Boswell System. This proven and accepted technology is now ready for sale to "end users" and "resellers".

CanFuture is uniquely positioned to immediately capitalise on this revolutionary product, as no more testing, re-testing or further government studies could add any more creditability to the existing Boswell System. Money alone could not elude the many years it took to achieve this opportunity.

The Boswell System is based on a unique keyboard (the "Boswell Keyboard") which assigns keys to phonemes (the sound segments of language) rather than letters.



The English language is composed of forty phonemes. A single key or a combination of keys represents each phoneme. Using the Boswell Keyboard, the phonemes are joined together to form words or syllables with a single stroke, or "chord". The user does not have to know how a word is spelled to input it through the keyboard, only how it sounds.

CanFuture Development Inc.

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By allowing the user to work with the language as it is actually spoken, the Boswell System circumvents confusing alphabetic encoding, eliminates the need to struggle with the vagaries of spelling and significantly expedites the learning of language. For example, the long vowel sound "A" is spelled six different ways (say, main, weight, plane, hey, great.), the Boswell System alerts the student to this by presenting words which contain similar sounds enabling the student to visually differentiate words with the same sounds.

The Boswell Keyboard operates proprietary application software on standard personal computers. Its competitive advantages lie in its uniqueness, proven cost effectiveness, its praising reviews in government appointed studies and its capacity for easy adaptation to other teaching opportunities.

The global market and awareness of English as a Second Language has been growing at an alarming rate. Estimates of the combined global ESL markets are approximately \$75 - \$100 billion dollars per year and show no signs of slowing.

Given the proven results of students using the Boswell System's approach to teaching ESL, expectations of capturing one percent (1%) of the global market is achievable.

CanFuture presently has three products ready for market:

- ESL Pro (multi-user) Institutional market \$599.00 US
- ESL Pro (single user) Internet and home markets \$ 99.00 US
- Boswell Keyboard \$399.00 US

ESL Pro (multi-user) is a system designed for many students to use through installation on a school's local area computer network. It is comprised of 267 lessons and sub-lessons totalling over 100 hours of instructional courseware. Each workstation licence is \$599 US and a 15-workstation license is \$5,999 US. This complete academic system includes the Student Progress Monitor program, which allows a teacher to monitor each student's progress individually.

The optional Boswell Keyboard may be purchased for \$399 US. ESL Pro has been enhanced so that it does not require the Boswell Keyboard to operate. A virtual keyboard (image of the Boswell Keyboard reproduced on the computer screen) that is operated with a standard computer mouse has been added to the software so that the Boswell Keyboard is now an optional component.

Through strategic reseller and distribution agreements with companies that already have a large academic customer base, CanFuture anticipates several hundred institutional installations in the first two years. The average institutional installation would consist of a 15-workstation licence with 15 Boswell Keyboards. CanFuture would receive gross revenues of \$7,500 US per institutional installation.

English is a second language (not their mother tongue) for over 90% of the world's

CanFuture Development Inc.

"the fastest way to learn to speak English – GUARANTEED"

population, approximately 5.5 billion people. Japan alone spends over \$12 billion dollars a year on ESL training. Recently Mainland China adopted English as their official second language. CanFuture estimates that the size of the home user market for a quality product like the Boswell System is staggering. Through hardware bundles, Internet sales and traditional software distributors, CanFuture anticipates selling 10,000 copies of ESL Pro (single user) in year one with gross revenues of \$50 US per copy with a cost of goods of \$5 US per unit.

CanFuture's founders have over 37 years experience in the development, sales, and marketing of computer software products. They have worked for some of North America's most successful software companies, including Microsoft Corporation of Redmond, Washington, and Consumers Software of Vancouver, Canada.

Throughout their extensive careers Mr. Bruk and Mr. Crimeni have travelled the globe recognising and establishing strong associations with some of the best people in the technology industry. Between them, they have an extensive asset base of professionals to draw from to assist in this venture. Many strategic relationships with public relation firms, Internet service providers, computer hardware manufacturers, graphic artists and computer programmers have been established and are ready for action.



Office of the County Executive

John D. Doyle
County Executive

General Correspondence

MC responded to the

September 22, 1997

Mr. William Kincaid
Domestic Policy Council
220 OEOB
1710 Pennsylvania Avenue, N.W.
Washington, D.C. 20502

Dear Mr. Kincaid:

The Rochester community supports efforts by the White House to establish national education standards in math and science and to implement a voluntary national, eighth-grade math examination in 1999. As academic standards and expectations in the Rochester City School District are raised, we recognize that support from parents and the community are essential to help students achieve these new goals. We are fortunate that the American Association for the Advancement of Science selected Rochester as a pilot site for its Science Linkages in the Community (SLIC) program. Directed by Dr. Shirley Malcom, the three SLIC sites (Rochester, NY; Chicago, IL; and Rapid City, SD) are creating working models for organizing community resources to support improved science, mathematics and technology education. SLIC is specifically intended to strengthen learning that takes place during non-school hours.

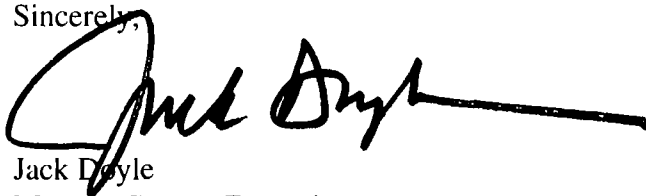
In Rochester, this small initiative (SLIC) leverages its impact by creating collaborations and partnerships and building capacity in community-based, youth-serving organizations so that they can deliver quality programs in science, math and technology. As a result, the number of organizations offering out-of-school math and science programming has risen from about 6 in 1993 to more than 30 this year. A comment from one program coordinator is typical, "Before SLIC came, my staff didn't think about doing science; now they want more." SLIC is a success because it is autonomous, neutral and inclusive. Two of SLIC's current partnerships are profiled in the news articles enclosed.

As school districts are encouraged to use funds creatively in support of improved math and science outcomes, we would like to offer Rochester's community partnerships as models that could be applied in other places. The offices of the County Executive, the Mayor, and the Superintendent work together with SLIC and others in the development of such partnerships.

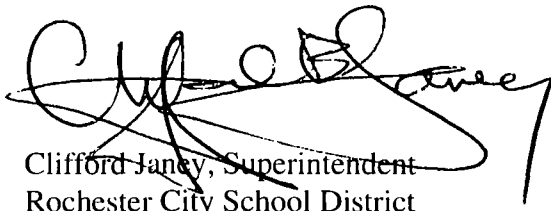


Although we know that your busy schedules makes it difficult to travel, we cordially invite you and Mr. Michael Cohen to visit Rochester to see some of SLIC's partnerships in action and to learn about other partnerships between Rochester schools and businesses that support achievement in math and science. If you can identify a suitable date between September 29 and October 31, 1997, we would be pleased to arrange for you to meet with key participants.

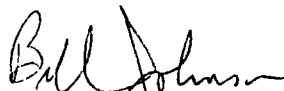
Sincerely,

A handwritten signature in black ink, appearing to read "Jack Doyle", with a long horizontal stroke extending to the right.

Jack Doyle
Monroe County Executive

A handwritten signature in black ink, appearing to read "Clifford Janey", with a large, stylized loop at the end.

Clifford Janey, Superintendent
Rochester City School District

A handwritten signature in black ink, appearing to read "Bill Johnson", with a stylized, cursive script.

William A. Johnson, Jr.
Mayor
City of Rochester

Attachments



REED HOFFMAN staff photographer

Optics class Andre Estimable, 5, learns about magnification at his preschool class.

A head start on science

■ A special program has preschoolers and parents reveling in chemistry and physics.

BY STAFF WRITER
ERIKA ROSENBERG

Chataqua Caldwell bounced a squealing 1-year-old on her lap and watched as her 5-year-old son, Tarquin, ran his fingers through green goo.

It looked like play, but it was actually a disguised lesson in the properties of matter.

"So Tarquin, what's happening?" Caldwell asked her son as he kneaded the mixture of corn starch and water.

"It turned from a liquid to a solid," he answered.

Tarquin and his fellow preschoolers also saw how pancake mix turns from a liquid to a solid when heated, and visited eight other science stations during a fair yesterday.

Students, teachers and parents from the Head Start program at Third Presbyterian Church were celebrating a year of beefed-up instruction in science aimed at better preparing youngsters for school.

The program is a laboratory where teachers and a devel-

opmental psychologist from the University of Rochester are testing the theory that teaching young children a lot about a few things will serve them better than teaching a little about many things.

Preschools typically teach a new topic each week and tie many lessons to holidays. At the Third Church Head Start, teachers spend eight to 10 weeks on each topic.

The program, which serves 36 children from low-income families, is linked to a larger effort to incorporate science in Rochester preschools.

Organizers want to teach science — and encourage the development of children's natural curiosity — by giving them hands-on activities, said Betsy Brauer, who heads Science Linkages in the Community, a local nonprofit organization aimed at bringing science, math and technology enrichment to the community.

Another part of the effort is involving parents in their children's schooling, which research has shown tends to im-



Liquid or solid? Suede White, 5, plays with a cornstarch-water mixture while studying matter.

prove student achievement.

At Third Church Head Start, children take home "Science in a Bag" activities each week to work on with parents.

Teresa Jones, who has a son in the program, said she even learned something from the activity that instructed children to put grass seeds in a damp sponge. They sprouted about a week later.

"I didn't know that something could grow in a sponge," Jones said. □

PERSONAL TECHNOLOGY

DEMOCRAT AND CHRONICLE, ROCHESTER, N.Y., SUNDAY, AUGUST 17, 1997 3E

Used PCs put to good use

■ Nortel, the United Way and Science Linkages click with a program to supply the techno-needy

BY STAFF WRITER
STEVE ORR

For months, two local groups talked about a way to recycle old computers.

The United Way was given computers by corporate supporters but didn't know how to rehabilitate them.

Science Linkages in the Community, a small non-profit group that sometimes collaborated with the United Way, fielded requests from schools and others for computers but had no usable machines to donate.

"There needed to be a mechanism for routing used computer equipment to the community, but none of us knew how to do it," said Besty Brauer of Science Linkages.

Then, Nortel came along.

Nortel, the telecommunications company on Humboldt Street, decided late last year it wanted to get involved in recycling computers. The company had willing workers with expertise and the space to do the rehab. After Brauer learned of Nortel's plans, the three parties met last Christmas Eve.

The result is Micrecycle, the first large, well-coordinated effort in Rochester to rescue used computers from the scrap heap and place them in the hands of young people and others who need them.

"It was a marriage made in heaven," said Douglas Sprei, Nortel's communications manager and leader of the recycling program.

The goal for the first year is to rehab 600 used PCs and Macintoshes. About 200 used machines have been taken in so far and 30 given away.

More gift-giving will occur as the school year starts.

The program works because business and some home users tend to replace computers relatively quickly, creating a ready surplus — and because donors can deduct the market value of the PCs from taxes.

Some companies arrange to donate equipment directly. In addition, the Rochester Computer Club recently revived a program to repair and give away donated equipment. But it's a small-scale operation.

Micrecycle was created after the locally-based Nortel division, which makes PC-based telephone operator



JAMIE GERMANO staff photographer

Monitoring the need Doug Sprei, left, Sal Viavattene, center, and Tom Lyons unload computer monitors at Nortel as part of the company's program to recycle corporate PCs and distribute them to area schools.

consoles, was given 850 used computers by a California customer. Nortel worked with a large recycling program to donate the machines to schools there.

"We got excited about the idea ... and decided to clone the operation on a smaller scale here in Rochester," Sprei said.

The first local gifts went out last spring — six to Rochester's Lewis Street Center and 20 to Marcus Whitman Central School District in Rushville, Ontario County.

"We were really quite excited," said Eric Young, principal of Middlesex Center Elementary School. "Kids started using them right away."

Gone were creaky Apple II's, a 15-year-old model. Replacing them were 386 PCs — at least five years newer and far more powerful. The 386s will let kids use color printers and the Internet this fall.

The largest Micrecycle donor is Danko Office Imaging of Gates. Next is the law firm of Nixon, Hargrave, Devans and Doyle, which also has donated PCs directly to law-related programs.

"We don't like to just put them in the garbage, we like to see them put to use," said office administrator

Who and what's needed to help the program

WANTED

Micrecycle is seeking donation of equipment and volunteers to help with the program. It needs:

386 or later PCs and Ilii or later Macintoshes; also recent-vintage monitors, modems, printers and other hardware. Tax-deductible donations from companies and individuals are welcome.

Skilled volunteers to help refurbish and test the machines.

Volunteers — perhaps retired business executives — to help screen prospective recipients.

RECIPIENTS

Micrecycle will accept applications from schools or non-profit

agencies that provide educational services for young people or senior citizens.

Prospective recipients should have a technology plan for use of the equipment, someone to provide support for the machines once they arrive and a budget to help buy needed software or hardware at cost.

CONTACT

Donors, volunteers and prospective recipients can call a single Micrecycle hotline: 224-7014. Companies that have a relationship with United Way Gifts in Kind may call that agency at 482-4438 about donations only.

Gerald Belanger.

The donated computers are refurbished in a large work area carved out of Nortel's Humboldt Street building. Employees do the rehab — occasionally on company time, more often on their own. Nortel and others have contributed money, hardware and software.

United Way Service's Gifts in

Kind program, which redistributes donated goods from local companies, helps with pickup of computers and does the paperwork needed for the tax writeoff.

Science Linkages helps place machines in the community. It focuses on non-profits working with kids or seniors. Nortel works with schools. ▀

OLD DOMINION UNIVERSITY

Darden College of Education
Department of Educational Leadership and Counseling
Norfolk, Virginia 23529-0157
Phone: (757) 683-3326
FAX: (757) 683-5756

October 9, 1997



Dr. Bob Nash
Director of Presidential Personnel
White House
1600 Pennsylvania Avenue
Washington, D.C. 20500

Chairperson
757-683-3288

Educational
Leadership
757-683-3326

Counselor
Education
757-683-3221

Dear Dr. Nash:

I wrote to you in May about the possibility of spending a part of my research leave during the Spring 1998 semester at the White House in the areas of domestic policy. You graciously forwarded my materials on and due to time constraints and other reasons my request was denied. I greatly appreciated your assistance at that time and completely understand why brief practicum experiences cannot be supported.

I am going to be in Washington, D.C. during the last two weeks in January (January 19-30) working with the Association for Supervision and Curriculum Development in Alexandria, Virginia. I hope it is not too much to ask if there is a possibility that I might spend one of these days at the White House attending meetings or following an associate to get an initial sense of current issues and White House operational procedures and culture. If there is any hope of this, I will be glad to provide any information that might be needed.

You have my continued support and my hope that I have not offended you or others by this final request for a one day visit during my sabbatical leave.

Thank you again for your consideration.

Sincerely yours,

William G. Cunningham

cc: Nicole Rabner
Associate Director for Domestic Policy

Bill - Jason Goldberg in the COS's ofc had forwarded this request to various people in DPC to last yr from a prof. to learn about WH policy-making. His focus is education - can you think of a way to honor his request or to ask DOE to do so? Any thoughts? Nicole Rabner

ARE YOU READY FOR

By William G. Cunningham

Much of school reform activity since the 1970s has been directed at capacity building, which involves, among other things, staff development and empowerment, site-based decision making, community participation, school work culture, accountability, networking, resource development, standards, assessment, and systems theory. Certainly these structural changes are essential to any future

school improvement since innovation can only happen in organizations that address complexity and motivate and support a wide variety of participants.

As some researchers have pointed out, however, it is unlikely that capacity building efforts alone will have a lasting impact on teaching and learning unless educators also provide a strong vision of what effective twenty-first century schools should be. The chal-

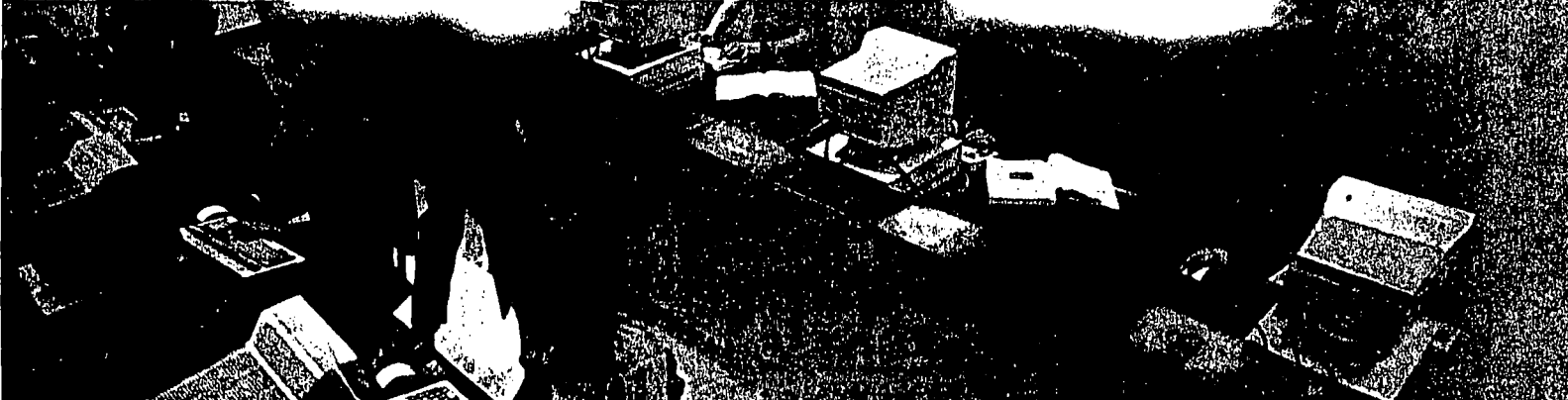
lenge is to entirely rethink what we provide our students in a world that has undergone and continues to undergo significant transformation. Too often practitioners and policy-makers have been limited in their ability to do this because the sequential, compartmentalized, abstract, rote learning factory model of education is so profoundly embedded in their minds. Educational observers ask us, "How can you expect different results in the classroom when you keep doing the same things?" We can't.

The challenge is to stop tinkering at the edges of the existing system and begin to holistically rethink schooling in light of new needs, expectations, and technological capabilities. Since the necessary educational changes are so vast, some argue it would be more practical to change everything at once. Fragmented, piecemeal improvements do not disturb the traditional model nor disrupt the century old methods used in most classrooms. In fact, they can actually subvert transformational changes. Real educational reform demands that we stop working within the existing paradigm of education and concentrate on making the shift to a new paradigm (Sparks, 1997).

THE NEW PARADIGM

To prosper in the information age, students must learn to think strategically and creatively in a constantly changing environment, build knowledge from a wide range of sources, understand systems in diverse contexts, and collabo-





21ST CENTURY SCHOOLS?

rate both locally and globally. The traditional emphasis on knowledge acquisition is giving way to the application of knowledge as needed within specific contexts. Schools must foster Bloom's higher levels of learning—analysis, synthesis, and evaluation.

Twenty-first century schools must:

- ◆ Incorporate ideas gleaned from brain research to provide more options for students who have different learning styles and brain functioning.
- ◆ Recognize the importance of students' personal experiences and the authentic representation of life in knowledge building. Students must be given relevant contexts in which to develop their thinking skills and "generate" knowledge.
- ◆ Help students develop the interpersonal skills and values needed to work collaboratively.
- ◆ Provide students opportunities to use information technology for research, collaboration, communication, and problem solving. Technology will allow students to exercise control over their learning, extending their learning community to include practicing professionals and other mentors.
- ◆ Encourage students to develop multiple perspectives and a sense of responsibility for their own development.

- ◆ Engage students in "real world" projects that will be assessed on results, work ethic, use of information, and knowledge application.

- ◆ Use team teaching and integrative, interdisciplinary approaches to facilitate learning.

Shifting to the new paradigm of teaching and learning requires highly skilled principals and teachers. Modern pedagogy is a much more complex process requiring a delicate and insightful type of teaching. Schools must establish guidelines while allowing students to pursue personal interests and build their own curriculum. The role of teachers and administrators is to establish a learning community where interactive, generative, and collaborative study can occur.

Such a learning community is only possible through a collaborative effort among all stakeholders in the educational system. As TheodoreSizer writes, "Innovation cannot be supported if it is isolated from the majority of teachers and only carried out in a few innovative classrooms" (1996). Successful innovation requires a support network of educators who have jointly agreed upon and are experimenting with the ideas of the new teaching and learning paradigm. It is too much responsibility for one principal or a small group of teachers to enact reforms by themselves—they must tap into professional networks, and adapt others' ideas to fit their experiences and communities.

Furthermore, innovation must be seen as the major responsibility of every employee within the school district and thus clearly articulated and expressed in policies and curricula. It must be a total school process.

To create the schools of the future, we must stabilize the current educational environment, which is highly politicized, adversarial, and disparate. Periodic budget crises, political attacks, and shifting mandates have created a high turnover rate among administrators, and a survival focus in education generally that has impeded major innovations. The challenge for educational leaders is to build the political and cultural stability and continuity needed to support reform.

PRINCIPALS FOR THE 21ST CENTURY

Much of the groundwork for school reform has been laid in our focus on capacity building. We have worked to create new governance structures, we better understand the change process, and we have established significant new standards and assessment techniques. However, the most important journey still lies ahead. This means building new, more relevant curriculum, devising new ways by which students can learn, reorganizing the use of instructional time, and using technology to improve the entire process. Schools must establish themselves as the foundation upon which healthy, moral, prosperous minds are built. The call is to transform the classroom, cur-

ricula, instruction, staffing, and our relationship to parents and community (Martin, 1992; Noddings, 1992; Carter and Cunningham, 1997).

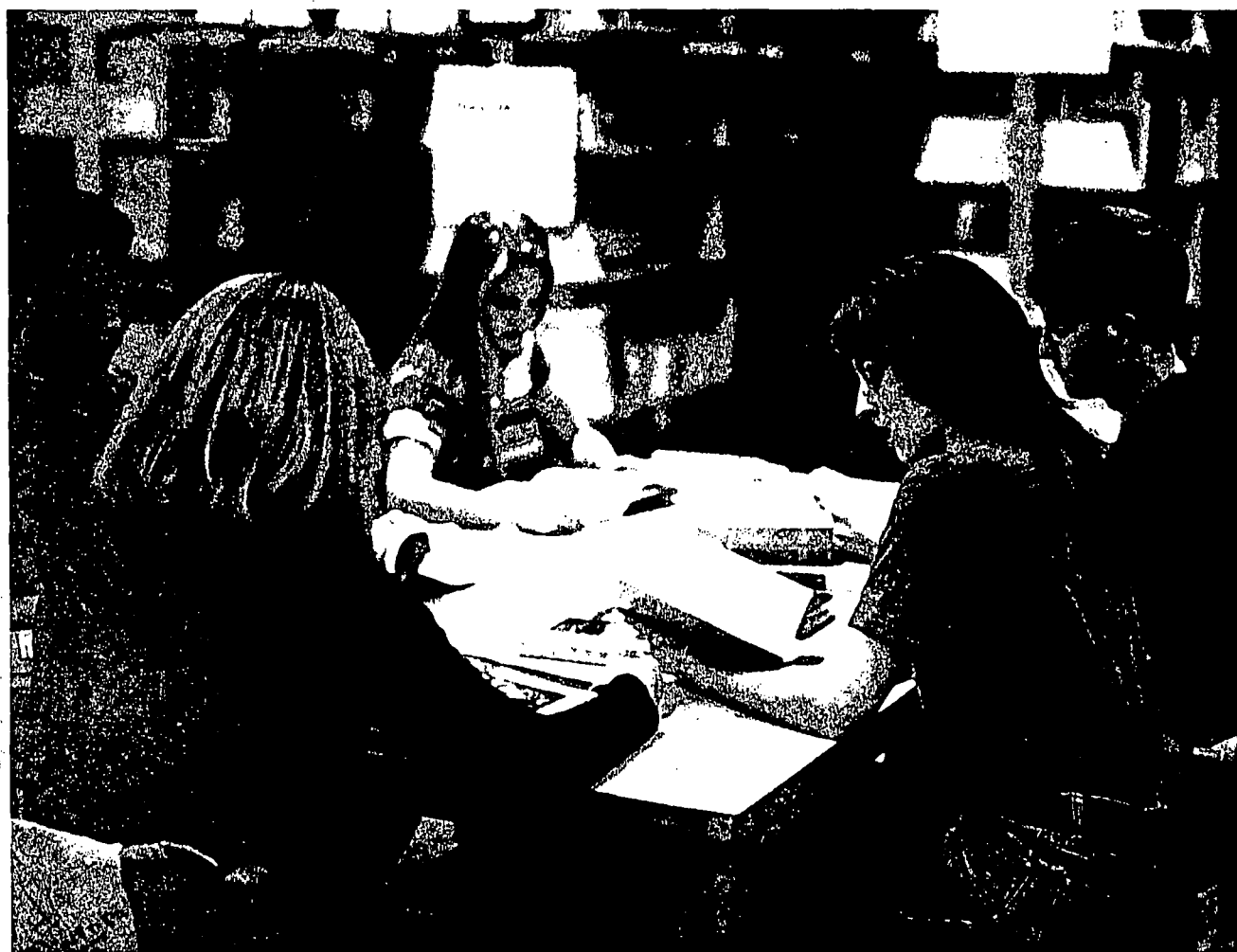
The new educational paradigm necessitates a shift from curriculum-centered to learner-centered schooling; from assigning individuals tasks to collaborative work; from promoting passive learning to active learning; from print to electronic media; from a grade focus to an achievement focus; from a national to a global perspective; from independent to collaborative efforts; and from abstract learning to authentic learning.

Most of the men and women who will be principals when the 21st century arrives are already sitting in their offices. While it is essential to talk about the qualifications to look for in

candidates for the principalship, we must also examine what current principals should do to provide the leadership their schools require. In some ways, the future holds a greater challenge for existing principals than for those not yet appointed because the ground rules have been changing under their feet ever since the incumbents assumed their positions. The authoritarianism and aloofness that marked the leadership style of some high school principals in years past has fading appeal in the collaborative and collegial climate associated with today's educational reform (NASSP, 1996).

Twenty-first century principals must:

- ◆ Provide overall direction and alignment within the new educational paradigm
- ◆ Encourage a culture of visionaries, risktakers, and experimenters
- ◆ Set the pace and lead by example
- ◆ Discuss, translate, and disseminate new knowledge
- ◆ Create the spark that motivates an individual or group of individuals to make a difference
- ◆ Increase the number of people who believe in, advocate, and practice new, successful approaches
- ◆ Display, demonstrate, report, promote, and applaud success



Educational administrators are being called upon to take up the challenge of rethinking and fundamentally improving U.S. education. This does not mean the implementation of poorly-conceived, no-cost, or image-oriented solutions that have little to no chance of success and demoralize dedicated staff. For this reason, the role of leadership in education is shifting from one of directing and controlling to that of guiding, facilitating, and coordinating. Despite the crush of daily responsibilities, the principal will be expected to provide effective leadership in reforming their schools. Given the needs that society now places on education, leading school reform has made it to the top of the principals "to-do" list. Most principals and superintendents will be ill-advised to ignore this demand. Educational leaders will be evaluated on how committed they are to protecting and promoting the bridge being built between yesterday and tomorrow.

REFERENCES

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William G. Cunningham is professor in the Department of Educational Leadership and Counseling at Old Dominion University in Norfolk, Virginia. He can be reached at (757) 683-3326.

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AronsonR@nassp.org



ARE YOU READY FOR

By William G. Cunningham

Much of school reform activity since the 1970s has been directed at capacity building, which involves, among other things, staff development and empowerment, site-based decision making, community participation, school work culture, accountability, networking, resource development, standards, assessment, and systems theory. Certainly these structural changes are essential to any future

school improvement since innovation can only happen in organizations that address complexity and motivate and support a wide variety of participants.

As some researchers have pointed out, however, it is unlikely that capacity building efforts alone will have a lasting impact on teaching and learning unless educators also provide a strong vision of what effective twenty-first century schools should be. The chal-

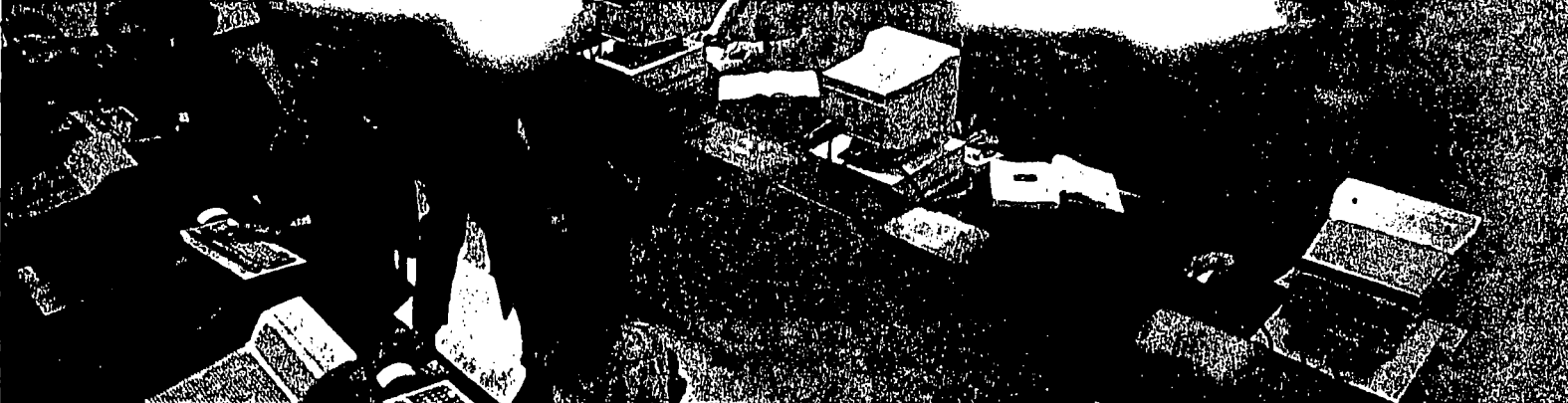
lenge is to entirely rethink what we provide our students in a world that has undergone and continues to undergo significant transformation. Too often practitioners and policy-makers have been limited in their ability to do this because the sequential, compartmentalized, abstract, rote learning factory model of education is so profoundly embedded in their minds. Educational observers ask us, "How can you expect different results in the classroom when you keep doing the same things?" We can't.

The challenge is to stop tinkering at the edges of the existing system and begin to holistically rethink schooling in light of new needs, expectations, and technological capabilities. Since the necessary educational changes are so vast, some argue it would be more practical to change everything at once. Fragmented, piecemeal improvements do not disturb the traditional model nor disrupt the century old methods used in most classrooms. In fact, they can actually subvert transformational changes. Real educational reform demands that we stop working within the existing paradigm of education and concentrate on making the shift to a new paradigm (Sparks, 1997).

THE NEW PARADIGM

To prosper in the information age, students must learn to think strategically and creatively in a constantly changing environment, build knowledge from a wide range of sources, understand systems in diverse contexts, and collabo-





21ST CENTURY SCHOOLS?

rate both locally and globally. The traditional emphasis on knowledge acquisition is giving way to the application of knowledge as needed within specific contexts. Schools must foster Bloom's higher levels of learning—analysis, synthesis, and evaluation.

Twenty-first century schools must:

- ◆ Incorporate ideas gleaned from brain research to provide more options for students who have different learning styles and brain functioning.
- ◆ Recognize the importance of students' personal experiences and the authentic representation of life in knowledge building. Students must be given relevant contexts in which to develop their thinking skills and "generate" knowledge.
- ◆ Help students develop the interpersonal skills and values needed to work collaboratively.
- ◆ Provide students opportunities to use information technology for research, collaboration, communication, and problem solving. Technology will allow students to exercise control over their learning, extending their learning community to include practicing professionals and other mentors.
- ◆ Encourage students to develop multiple perspectives and a sense of responsibility for their own development.

- ◆ Engage students in "real world" projects that will be assessed on results, work ethic, use of information, and knowledge application.

- ◆ Use team teaching and integrative, interdisciplinary approaches to facilitate learning.

Shifting to the new paradigm of teaching and learning requires highly skilled principals and teachers. Modern pedagogy is a much more complex process requiring a delicate and insightful type of teaching. Schools must establish guidelines while allowing students to pursue personal interests and build their own curriculum. The role of teachers and administrators is to establish a learning community where interactive, generative, and collaborative study can occur.

Such a learning community is only possible through a collaborative effort among all stakeholders in the educational system. As TheodoreSizer writes, "Innovation cannot be supported if it is isolated from the majority of teachers and only carried out in a few innovative classrooms" (1996). Successful innovation requires a support network of educators who have jointly agreed upon and are experimenting with the ideas of the new teaching and learning paradigm. It is too much responsibility for one principal or a small group of teachers to enact reforms by themselves—they must tap into professional networks, and adapt others' ideas to fit their experiences and communities.

Furthermore, innovation must be seen as the major responsibility of every employee within the school district and thus clearly articulated and expressed in policies and curricula. It must be a total school process.

To create the schools of the future, we must stabilize the current educational environment, which is highly politicized, adversarial, and disparate. Periodic budget crises, political attacks, and shifting mandates have created a high turnover rate among administrators, and a survival focus in education generally that has impeded major innovations. The challenge for educational leaders is to build the political and cultural stability and continuity needed to support reform.

PRINCIPALS FOR THE 21ST CENTURY

Much of the groundwork for school reform has been laid in our focus on capacity building. We have worked to create new governance structures, we better understand the change process, and we have established significant new standards and assessment techniques. However, the most important journey still lies ahead. This means building new, more relevant curriculum, devising new ways by which students can learn, reorganizing the use of instructional time, and using technology to improve the entire process. Schools must establish themselves as the foundation upon which healthy, moral, prosperous minds are built. The call is to transform the classroom, cur-

ricula, instruction, staffing, and our relationship to parents and community (Martin, 1992; Noddings, 1992; Carter and Cunningham, 1997).

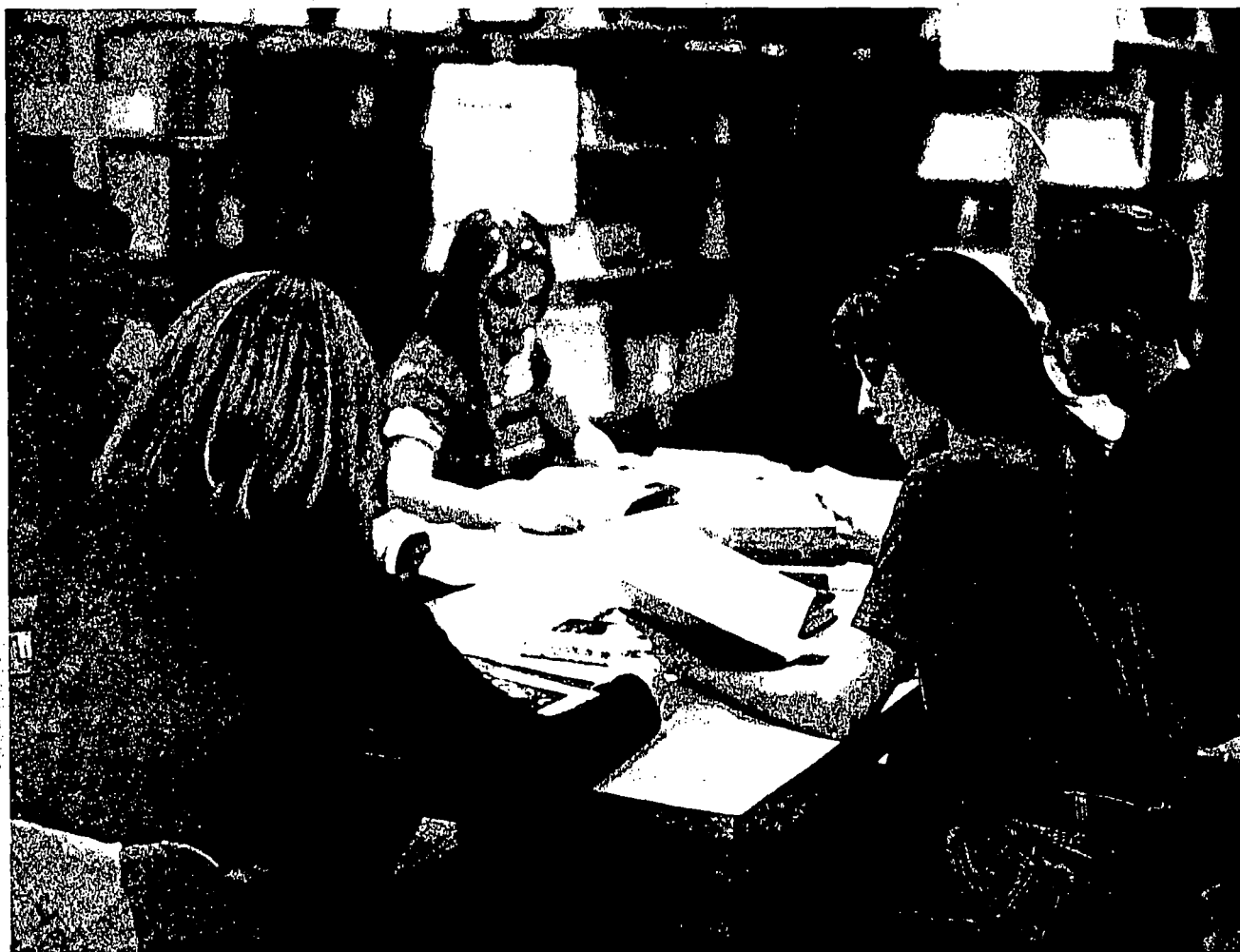
The new educational paradigm necessitates a shift from curriculum-centered to learner-centered schooling; from assigning individuals tasks to collaborative work; from promoting passive learning to active learning; from print to electronic media; from a grade focus to an achievement focus; from a national to a global perspective; from independent to collaborative efforts; and from abstract learning to authentic learning.

Most of the men and women who will be principals when the 21st century arrives are already sitting in their offices. While it is essential to talk about the qualifications to look for in

candidates for the principalship, we must also examine what current principals should do to provide the leadership their schools require. In some ways, the future holds a greater challenge for existing principals than for those not yet appointed because the ground rules have been changing under their feet ever since the incumbents assumed their positions. The authoritarianism and aloofness that marked the leadership style of some high school principals in years past has fading appeal in the collaborative and collegial climate associated with today's educational reform (NASSP, 1996).

Twenty-first century principals must:

- ◆ Provide overall direction and alignment within the new educational paradigm
- ◆ Encourage a culture of visionaries, risktakers, and experimenters
- ◆ Set the pace and lead by example
- ◆ Discuss, translate, and disseminate new knowledge
- ◆ Create the spark that motivates an individual or group of individuals to make a difference
- ◆ Increase the number of people who believe in, advocate, and practice new, successful approaches
- ◆ Display, demonstrate, report, promote, and applaud success



Educational administrators are being called upon to take up the challenge of rethinking and fundamentally improving U.S. education. This does not mean the implementation of poorly-conceived, no-cost, or image-oriented solutions that have little to no chance of success and demoralize dedicated staff. For this reason, the role of leadership in education is shifting from one of directing and controlling to that of guiding, facilitating, and coordinating. Despite the crush of daily responsibilities, the principal will be expected to provide effective leadership in reforming their schools. Given the needs that society now places on education, leading school reform has made it to the top of the principals "to-do" list. Most principals and superintendents will be ill-advised to ignore this demand. Educational leaders will be evaluated on how committed they are to protecting and promoting the bridge being built between yesterday and tomorrow.

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Correspondence

Date: 8/15

TO: Bill Kincaid / Lee Ann Shimabukuro

FROM: William Modzeleski
Director
Safe & Drug-Free Schools
Program
Phone: (202) 260-1856
Fax: (202) 260-7767

E-MAIL: Bill_Modzeleski@ed.gov.

MESSAGE: _____

AS REQUESTED

AUGUST 15, 1997

NOTE TO : BILL KINCAID
LEE ANN SHIMABUKURO

SUBJECT : LETTER TO CONGRESSMAN GEPHART

ATTACHED IS A DRAFT OF A LETTER TO CONGRESSMAN GEPHART. I DID THE LETTER AS IF IT WAS COMING FROM SOMEONE FROM OVER THERE (THE WHITE HOUSE). I DON'T MIND CHANGING IT BUT I DON'T KNOW WHETHER HE WANTS TO HEAR FROM SOMEONE OVER HERE AGAIN. LET ME KNOW WHAT YOU THINK. I AM GOING ON VACATION THIS AFTERNOON AND WILL BE OUT FOR A WEEK. IF YOU GET COMMENTS BACK TODAY I'LL HAVE SOMEONE FIX THE ENTIRE LETTER AND GET IT OUT (THAT IS IF YOU WANT ME TO SEND IT). MY FAX IS 260-7767.

Honorable Richard A. Gephardt
House of Representatives
Washington, DC 20515-2503

Dear Congressman Gephardt:

Thank you for your fellow ^{letter to the President} up correspondence to President Clinton asking him to consider establishing "a national recognition program for students who remain fight-free throughout their schooling."

Officials from the White House and Department of Education have studied your proposal carefully and we wholeheartedly agree that if ~~every school in the country is to be free of violence and drugs and offer a disciplined environment conducive to learning, it will be necessary for every student in every school to conduct themselves in a manner that conveys both fight free and drug free behavior.~~ Unfortunately, ~~however,~~ at the present time there is neither the staff nor the resources necessary to effectively develop a program that would recognize individual students. ~~In lieu of such a program the Department of Education is in the process of developing criteria whereby schools and school districts that can demonstrate that their efforts have led to the creation of safe and drug-free learning environments would be recognized. ED is planning on announcing the Safe and Drug-Free Schools Recognition Program in the fall. ED would be delighted to work with you or your staff in the development of their recognition program.~~

Thank you for your continued interest in education and in creating safe environments for learning. If you or your staff have interest in learning more about ~~ED's~~ Safe and Drug-Free Schools Recognition Program please contact Mr. William Modzeleski, Director, Safe and Drug-Free Schools Program. Mr. Modzeleski can be reached at 260-1856.

Sincerely,

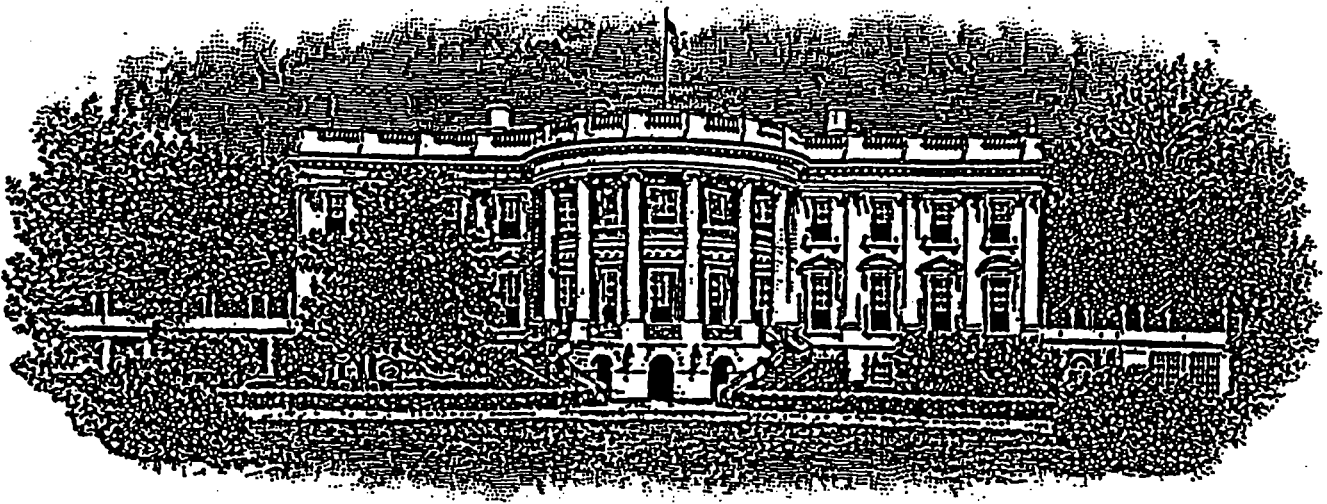
The Department of Education

check. although individual school districts may choose to use this Safe & Drug Free Schools PWS as a tool an approach if shown to be effective

our nation's
new national
new to clarify
in
or
improving
existing

with the
students
be encour
while we
currently
have a
plans
for an
individual
student
recognition
program

The White House



Domestic Policy Council
Old Executive Office Building, Room 220
Washington, DC 20502

Telephone Number: (202) 456-2857
Alternate: (202) 456-2216

FAX Number: (202) 456-7028
Alternate FAX: (202) 456-7431

FAX COVER SHEET

TO: Michelle Carutaro
FAX: 401-3095

FROM: **BILL KINCAID**

THIS FAX INCLUDES THE COVER SHEET PLUS 15 PAGES.

IF YOU DID NOT RECEIVE THE COMPLETE FAX, PLEASE CALL (202) 456-2857.

MESSAGE:

Could you please review and let me
know if you are familiar with this
and have any better suggestions as to
how to proceed? Thanks.



Jessica L. Gibson
07/16/97 09:52:30 AM

Record Type: Record

To: William R. Kincaid/OPD/EOP
cc: Christopher F. Walker/WHO/EOP
Subject: re.

I don't know if that will suffice. I will let you look at the correspondence and let me know what you think, but I think he is looking for an recognition system. Our best bet may be to send a letter of recognition to these kids and then tell the Leader that we are looking into establishing a system of recognition. What do you think? Fax to follow...

----- Forwarded by Jessica L. Gibson/WHO/EOP on 07/16/97 09:48 AM



William R. Kincaid
07/15/97 04:33:33 PM

Record Type: Record

To: Jessica L. Gibson/WHO/EOP
cc: Christopher F. Walker/WHO/EOP
Subject: re.

Regarding the request from Gephardt's office -- would it be enough to do a "good job" letter from the POTUS? Or is that what was already tried?

I can follow up with Michele Cavataio in the Deputy's office at ED if you fax me the correspondence trail at 456-2857.

Thanks.

----- Forwarded by William R. Kincaid/OPD/EOP on 07/15/97 04:30 PM



Paul J. Weinstein Jr.

07/11/97 01:38:39 PM

Record Type: Record

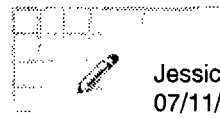
To: William R. Kincaid/OPD/EOP, Leanne A. Shimabukuro/OPD/EOP

cc:

Subject: re.

Please follow up with leg. affairs.

----- Forwarded by Paul J. Weinstein Jr./OPD/EOP on 07/11/97 01:38 PM



Jessica L. Gibson
07/11/97 08:49:33 AM

Record Type: Record

To: Paul J. Weinstein Jr./OPD/EOP

cc: Christopher F. Walker/WHO/EOP

Subject:

Chris Walker recommended that I ask you concerning a correspondence from the Democratic Leader, Rep. Gephardt. The original letter, dated June 2, 1997, concerned students in his district who were successfully participating in a safe and drug free schools program and Rep. Gephardt wanted them to receive a commendation.

The response was coordinated by the Director of the Safe and Drug Free Schools program, William Modzeleski. Subsequently, Rep. Gephardt wrote another letter because he did not feel his concerns were sufficiently addressed. I then talked with William Modzeleski, he claims that the program referred to in Gephardt's letter, "The President's Award for Drug Free and Drug Free Behavior" has been discontinued and he had no award or commendation he could give to the children without White House approval.

We are still trying to answer the Leader's concerns. Do you have any thoughts on this? Is there some sort of a commendation that we could do on a one time only basis? Or do we really have to institute an entire program to commend these kids?

THE WHITE HOUSE

OFFICE OF LEGISLATIVE AFFAIRS

FAX COVER SHEET

NOTE: THE INFORMATION CONTAINED IN THIS FACSIMILE MESSAGE IS
CONFIDENTIAL AND INTENDED FOR THE RECIPIENT ONLY.

DATE: 7-16

TO:

William Kincaid

FAX:

6 2857

FROM:

CHRISTOPHER WALKER

JESSICA GIBSON

456-7500 (TEL)

456-6221 (FAX)

RE:

Jessica Gibson

PAGE 1 OF

13

If there are any problems with this transmission, please
call (202) 456-7500.

RICHARD A. GEPHARDT
THIRD DISTRICT, MISSOURI
DEMOCRATIC LEADER

WASHINGTON OFFICE:
1226 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-2503
PHONE: (202) 226-2671
e-mail: gephardt@hr.house.gov

Congress of the United States
House of Representatives
Washington, DC 20515-2503
June 2, 1997

DISTRICT OFFICES:
11140 SOUTH TOWNE SQUARE
ROOM 201
ST. LOUIS, MO 63123
PHONE: (314) 894-3400

898 E. GANNON DR.
P.O. Box 392
FESTUS, MO 63028
PHONE: (314) 937-6399

President William J. Clinton
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

JUN 5 AM 11:49

Dear Mr. President:

Thank you for the interest you expressed in your July 3, 1996 letter regarding the Fight-Free Schools program. In that correspondence you voiced support for instituting a program to recognize students who remain fight-free throughout school.

As you may recall, you directed us to Secretary Riley to explore the possibility of establishing a recognition system not unlike the one in place for academic excellence or improvement or physical fitness which is administered through the Presidential Awards Program. Mr. Riley directed us to the Director of the Safe and Drug-Free Schools Program to pursue this proposed student recognition program.

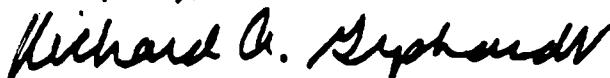
Unfortunately, at some point, the intent of this proposal has been misinterpreted. A letter dated, April 9, of which I have enclosed a copy, assures us that Dr. Dolan, the program founder, will be considered for personal recognition when the Department of Education institutes a national recognition system.

Clearly, this is not the purpose of my correspondence. While Dr. Dolan deserves much praise for inception of a successful anti-violence program, it is the students for which I am seeking recognition. It is Dr. Dolan's hope that The White House consider a national recognition program for students who remain fight-free throughout their schooling. It is her suggestion that a certificate, like the attached, with your signature, could be sent to all students who avoid confrontation.

I have attached a sample proposal provided by Dr. Dolan. Please consider if it may be possible, through the Presidential Awards program, to recognize and reward students who remain fight-free and drug-free.

Thank you for your consideration.

Sincerely,



Richard A. Gephardt
House Democratic Leader

Enclosure

cc: The Honorable Richard Riley

**1997 PRESIDENT'S AWARD FOR
FIGHT FREE
AND
DRUG FREE BEHAVIOR**

I. GENERAL INFORMATION

"By the year 2000, every school in the United States will be free of alcohol and other drugs, violence, and the unauthorized presence of firearms and will offer a disciplined environment conducive to learning."

- National Education Goals

In order to free every school in the United States of violence and drugs and offer a disciplined environment conducive to learning, it will be necessary for every student in every school to conduct themselves in a manner that conveys both "Fight Free and Drug Free" behavior. The President's Recognition Program for Safe and Drug Free Schools is an effort to recognize students with a pristine conduct record. The description and criteria for this award are provided below:

The criteria have been developed to reflect changes occurring in the schools and to provide schools with both clear guidelines and flexibility. They are also meant to reflect the state, local, and national efforts to provide a disciplined environment that will improve academic achievement, as embodied in the National Education Goals. Schools across the nation, in response to the effects of violence and drugs at the school site, are implementing specific programs targeting the improvement of the school climate. The President's award for fight free and drug free behavior support these developments by allowing schools flexibility in applying eligibility criteria.

The President's award for fight free and drug free behavior are certificates signed by the President, Secretary of Education, Director of Safe and Drug Free Schools and the school principal.

**II. SELECTION CRITERIA FOR THE PRESIDENT'S AWARD FOR
FIGHT FREE AND DRUG FREE BEHAVIOR**

The purpose of this award is to recognize and reward fight free and drug free behavior. As the nation strives to achieve the National Education Goals, it is important to provide incentives for each individual student to maintain

exemplary conduct which will contribute to the positive school climate which is necessary for a successful learning experience. This award will serve to encourage students to aspire to be responsible students in the school setting so that they will be the responsible citizens of our society as adults. The President's Award for Fight Free and Drug Free Behavior rewards a record of pristine conduct in the classroom and the school setting.

To be eligible for the President's Award for Fight Free and Drug Free Behavior, students at each awards level: elementary or middle schools, junior high school, and high school must meet the following requirements:

CUMULATIVE CONDUCT RECORD

A. If conduct is recorded in letter grades, likert scale, or a numerical order, the student must consistently receive the highest possible grade or rating in the category or categories that pertain to student conduct. The permanent record should reflect an excellent conduct record at each exit level. In a setting where conduct grades are not recorded, school personnel may consider as part of the criteria, activities in which a student role models fight free and drug free behavior, i.e., participation in conflict resolution or conflict mediation activities, leadership in student counsel, community service, and exceptional judgment. School personnel may also require student essays on the value of fight free and drug free behavior. But, these activities must bear some relationship to the outstanding behavior demonstrated by a student.

President's Award for Fight Free and Drug Free Behavior Rewards **RECOMMENDATIONS**

B. Recommendation from the principal and one other staff member.

STUDENT AFFIRMATION

C. The student signs the Student Affirmation Form. Students sign the affirmation form after criteria one and two are met to serve as their personal testimony that they have demonstrated fight free and drug free behavior.

category or categories that pertain to student conduct. The permanent record

B. Recommendation from the principal and one other staff member.

D

President's Fight Free and Drug Free Awards Program

TO:

presented to

FROM:

TO:

DATE:

BY:

***in recognition of
Fight Free and Drug Free Behavior
in pursuit of academic excellence
1997***

U. S. Secretary of Education

President of the United States

Director of Safe and Drug Free Schools

Principal

***Student Affirmation
of Fight Free and Drug Free Behavior***

***I, _____, a student
in _____ School have demonstrated
Fight Free and Drug Free behavior at all times.***

Student's Signature

Date



UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202-
APR 9 1997

APR 11 1997

Honorable Richard A. Gephardt
House of Representatives
Washington, DC 20515-2503

Dear Congressman Gephardt:

Thank you for your letter to Secretary Riley which shares the recent honor of Dr. Margaret Dolan's selection as one of the "Best Practices" educators for 1996-97 for her work in the Fight-Free Schools Program and requests an update on progress made since Dr. Dolan's meeting with me in January.

With regard to my meeting with Dr. Dolan, I greatly appreciated the opportunity to learn more about the Fight-Free Schools Program and her efforts to decrease school-related violence. The Department of Education is currently re-evaluating its recognition activities, particularly with regard to safe and drug-free learning environments. We believe that recognition of effective models is an important part of our efforts to improve the quality of prevention programs being implemented in schools around the nation; recognition activities also support those who have been innovators and encourage their continued efforts and energies. When we have completed our planning in this area, we will be pleased to let you know how we plan to expand our efforts to recognize good practices and how Dr. Dolan may seek National recognition for her program.

Dear Congressman Gephardt:

If you have any questions, please do not hesitate to contact my office.

Sincerely,

A handwritten signature in dark ink, appearing to read "W. Modzeleski".

William Modzeleski

Director, Safe and Drug-Free
Schools Program

RICHARD A. GEPHARDT

THIRD DISTRICT, MISSOURI

DEMOCRATIC LEADER

Congress of the United States

House of Representatives

Washington, DC 20515-2503

June 2, 1997

WASHINGTON OFFICE:
1226 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-2503
PHONE: (202) 226-2671
e-mail: gephardt@hr.house.gov

DISTRICT OFFICES:
11140 SOUTH TOWNE SQUARE
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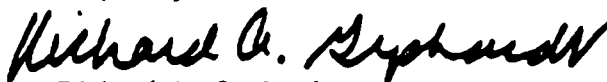
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House Democratic Leader

Enclosure

cc: The Honorable Richard Riley

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- National Education Goals

In order to free every school in the United States of violence and drugs and offer a disciplined environment conducive to learning, it will be necessary for every student in every school to conduct themselves in a manner that conveys both "Fight Free and Drug Free" behavior. The President's Recognition Program for Safe and Drug Free Schools is an effort to recognize students with a pristine conduct record. The description and criteria for this award are provided below.

The criteria have been developed to reflect changes occurring in the schools and to provide schools with both clear guidelines and flexibility. They are also meant to reflect the state, local, and national efforts to provide a disciplined environment that will improve academic achievement, as embodied in the National Education Goals. Schools across the nation, in response to the effects of violence and drugs at the school site, are implementing specific programs targeting the improvement of the school climate. The President's award for fight free and drug free behavior support these developments by allowing schools flexibility in applying eligibility criteria.

The President's award for fight free and drug free behavior are certificates signed by the President, Secretary of Education, Director of Safe and Drug Free Schools and the school principal.

**II. SELECTION CRITERIA FOR THE PRESIDENT'S AWARD FOR
FIGHT FREE AND DRUG FREE BEHAVIOR**

The purpose of this award is to recognize and reward fight free and drug free behavior. As the nation strives to achieve the National Education Goals, it is important to provide incentives for each individual student to maintain

exemplary conduct which will contribute to the positive school climate which is necessary for a successful learning experience. This award will serve to encourage students to aspire to be responsible students in the school setting so that they will be the responsible citizens of our society as adults. The President's Award for Fight Free and Drug Free Behavior rewards a record of pristine conduct in the classroom and the school setting.

To be eligible for the President's Award for Fight Free and Drug Free Behavior, students at each awards level: elementary or middle schools, junior high school, and high school must meet the following requirements:

CUMULATIVE CONDUCT RECORD

A. If conduct is recorded in letter grades, likert scale, or a numerical order, the student must consistently receive the highest possible grade or rating in the category or categories that pertain to student conduct. The permanent record should reflect an excellent conduct record at each exit level. In a setting where conduct grades are not recorded, school personnel may consider as part of the criteria, activities in which a student role models fight free and drug free behavior, i.e., participation in conflict resolution or conflict mediation activities, leadership in student counsel, community service, and exceptional judgment. School personnel may also require student essays on the value of fight free and drug free behavior. But, these activities must bear some relationship to the outstanding behavior demonstrated by a student.

RECOMMENDATIONS

B. Recommendation from the principal and one other staff member.

STUDENT AFFIRMATION

C. The student signs the Student Affirmation Form. Students sign the affirmation form after criteria one and two are met to serve as their personal testimony that they have demonstrated fight free and drug free behavior.

President's Fight Free and Drug Free Awards Program

presented to

in recognition of
Fight Free and Drug Free Behavior
in pursuit of academic excellence
1997

U. S. Secretary of Education

President of the United States

Director of Safe and Drug Free Schools

Principal

President's Fight Free and Drug Free Awards Program

presented to

in recognition of
Fight Free and Drug Free Behavior
in pursuit of academic excellence
1997

U. S. Secretary of Education

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1997

U. S. Secretary of Education

President of the United States

Director of Safe and Drug Free Schools

Principal

Date



UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202- _____

APR 9 1997

APR 11 1997

Honorable Richard A. Gephardt
House of Representatives
Washington, DC 20515-2503

Dear Congressman Gephardt:

Thank you for your letter to Secretary Riley which shares the recent honor of Dr. Margaret Dolan's selection as one of the "Best Practices" educators for 1996-97 for her work in the Fight-Free Schools Program and requests an update on progress made since Dr. Dolan's meeting with me in January.

With regard to my meeting with Dr. Dolan, I greatly appreciated the opportunity to learn more about the Fight-Free Schools Program and her efforts to decrease school-related violence. The Department of Education is currently re-evaluating its recognition activities, particularly with regard to safe and drug-free learning environments. We believe that recognition of effective models is an important part of our efforts to improve the quality of prevention programs being implemented in schools around the nation; recognition activities also support those who have been innovators and encourage their continued efforts and energies. When we have completed our planning in this area, we will be pleased to let you know how we plan to expand our efforts to recognize good practices and how Dr. Dolan may seek National recognition for her program.

If you have any questions, please do not hesitate to contact my office.

Sincerely,

A handwritten signature in dark ink, appearing to read "W. Modzeleski".

William Modzeleski
Director, Safe and Drug-Free
Schools Program

NATIONAL CENTER ON EDUCATION AND THE ECONOMY

10 March 1997

The President
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Dear Mr. President:

Thanks very much for the invitation to participate in the meeting on education standards and assessments in the Cabinet Room on Wednesday. As long as we have known each other, I am still amazed at your grasp of the subtleties of education policy issues and the steadfastness of your commitment to education. Perhaps I have tunnel vision, but I believe that the results of that commitment to education will prove to be your most important legacy to this country. Thank you for that.

When we were talking after the formal meeting, I asked whether you might be willing to address the final meeting of our New Standards governing board, the group of state commissioners of education, governors, legislators, business leaders, education leaders and others under whose policy guidance our standards and assessments were developed. I was, I confess, delighted when you not only said that you would, but also invited us to do the meeting at the White House.

Our invitation would go to all the people who have served on our governing board during the six years of its existence, the National Center Board of Trustees (of which, you may recall, Hillary was once a member, and with which you once met), and the senior staff of the National Center. This amounts to about 150 people, of which, I would guess, not more than half would actually be able to come. We would have in mind an event that might last a couple of hours at most and could be done in a tent in the Rose Garden, for which, of course, we would be happy to pay.

The best times for us to have the event would be anytime during the week of May 12, 1997 or the week of June 23, 1997. But we would be happy to adjust our schedule to match yours almost any time in May or June.

This group consists mainly of people from the states that have done the best work on standards and who are, I would guess, most committed to national standards. They are led by the Governing Board chair, Delaine Eastin, the chief state school officer in California, who has often been your host in California and who we value greatly. Ray Marshall is now the chair of our Board of Trustees. You will definitely be among friends.

BOARD OF TRUSTEES

RAY MARSHALL
Chair

HARRY E. FEATHERSTONE
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ARTURO MADRIL
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BERTHA O. PENDELETON
PHILIP H. POWER
LAUREN C. RESNICK
MARC S. TUCKER
ADAM URBANSKI

MARC S. TUCKER
President

WASHINGTON OFFICE:
SUITE 750
700 11TH STREET, NW
WASHINGTON, DC 20001
202-783-3668
FAX: 202-783-3672

ROCHESTER OFFICE:
SUITE 900
2 STATE STREET
ROCHESTER, NY 14614
716-546-7620
FAX: 716-546-3145

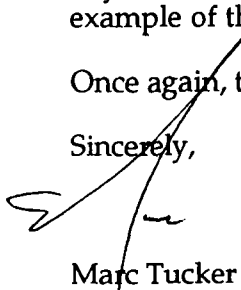
The President
Page 2

I was thrilled at your offer to meet with us. It will be a good opportunity for you to get to a key group of national education leaders and a wonderful opportunity for them to hear from you first hand not only where you think we all ought to be going, but also for them to hear you congratulate them on the support they have given the development of our performance standards (these states have been contributing up to \$500,000 per year to the project, often in the face of determined opposition from the fundamentalist right). Should you choose to use the occasion to make an important statement on national standards, this group will be a very appropriate audience for it.

One last thing. Getting back to the themes of our meeting in the White House the other day, I hope that as you continue to speak about the importance of national standards, you can call attention to the performance standards we have developed. I am not suggesting that you endorse them as the one set of standards that everyone should adopt. I think our standards should have to win or lose in the marketplace of ideas, like any others. But it would not be amiss, I think, for you to hold our standards up as one example of the kind of standards that people should be looking hard at.

Once again, thanks — for your leadership and for your invitation.

Sincerely,



Marc Tucker

cc: First Lady Hillary Clinton
Mike Cohen ✓
Lauren Resnick
Judy Coddling
Delaine Eastin
Ray Marshall

- Cohen
- Kaplan
- Shriver

March 9, 1997 DRAFT

Honorable Chaka Fattah
1205 Longworth Building
U.S. House of Representatives
Washington, DC 20515

Dear Congressman Fattah:

Thank you for writing to share your 21st Century Scholars legislative proposal with me, and for your strong commitment to making a college education more accessible and to raising the educational aspirations of low-income youth.

Like you, I have a deep admiration for Eugene Lang and his "I Have a Dream" program. Back when I was Governor, I invited Mr. Lang to Little Rock to address the Arkansas legislature, because I believed then (and still do) that he has demonstrated the critical importance of reaching low-income youngsters early, raising their expectations for postsecondary education and letting them know that resources are available to help them to meet the costs of college and further learning.

The package of postsecondary initiatives that I have proposed in my ^{balanced-budget plan} ~~FY 98 budget~~ would significantly expand college access for lower-income students, while providing new assistance to working families and middle-class families struggling to pay for college. Taken as a whole, this package, which includes the largest increase in the maximum Pell Grant award in two decades, an expansion in Pell eligibility for older, low-income students, a reduction in student loan fees for low-and-middle income students, HOPE Scholarships, and a \$10,000 tax deduction for higher education and training, will put a college education within the reach of every American. Moreover, enacting this package will allow us to mount a strong campaign to make sure that every student in every school in America knows that a higher education is within reach of anyone who is willing to work for it.

I hope I can count on your full support of our budget package, and as we move forward I hope you will advise Secretary Riley and me on how we can get the message out to our nation's youth, especially to many of those at a younger age who are just beginning to form their expectations for the future. I very much like ^{the} ~~the~~ idea, ~~central to your legislation~~, of the Secretary writing students and their families to make sure they know the full range of benefits that are available, and I am going to ask the Secretary to investigate it further.

[Do we need more that directly responds to his bill--for example, that expresses concerns about budgetary impact?]

Thank you for your deep concern with improving the educational opportunities of all Americans. I look forward to working with you on access to college, and the many other critical needs in education such as higher standards and better teaching, during the months ahead.

Best regards,

cc: Honorable Richard W. Riley

THE WHITE HOUSE
WASHINGTON

February 21, 1997

MEMORANDUM FOR BRUCE REED

~~CHRIS JENNINGS~~

FROM: SUSAN BROPHY *SB*
LEGISLATIVE AFFAIRS

SUBJECT: CONGRESSIONAL CORRESPONDENCE

Enclosed please find a copy of a letter that was sent to the President by Rep. Chaka Fattah (D-PA).

The President has requested that he see and sign every letter going to Capitol Hill. We did not want to fully answer the issues addressed in the Members' letter without advice from your office; therefore, I am requesting that your office draft a response and return it to Chris Walker.

Thank you very much for your assistance in this matter. If you have any questions, please feel free to call Chris at 456-7500.

Enclosure

CHAKA FATTAH
2ND DISTRICT, PENNSYLVANIA



WASHINGTON OFFICE:
1205 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-4001

DISTRICT OFFICES:
4104 WALNUT STREET
PHILADELPHIA, PA 19104
(215) 387-6404
6632 GERMANTOWN AVENUE
PHILADELPHIA, PA 19119
(215) 848-9386

Congress of the United States
House of Representatives

COMMITTEES:
ECONOMIC AND
EDUCATIONAL OPPORTUNITIES
EARLY CHILDHOOD, YOUTH
AND FAMILIES SUBCOMMITTEE
OVERSIGHT AND INVESTIGATIONS SUBCOMMITTEE
GOVERNMENT REFORM
AND OVERSIGHT
HUMAN RESOURCES AND
INTERGOVERNMENTAL AFFAIRS SUBCOMMITTEE
EXECUTIVE COMMITTEE
DEMOCRATIC STUDY GROUP
WHIP
CONGRESSIONAL BLACK CAUCUS
CO-CHAIR
DEMOCRATIC TAX POLICY TASK FORCE

February 13, 1997

President William Clinton
White House
1600 Pennsylvania Avenue
Washington, D.C. 20500

FEB 18 PM 5:06

Dear Mister President:

I am transmitting to you a piece of legislation which can make the difference between success and failure in so many young lives: The Twentieth Century Scholars Program. This legislation is a perfect fit with the your education agenda in that it offers you a way to extend benefits to truly low income families.

The Twentieth Century Scholars program is patterned after the very successful "I Have a Dream" private initiative in that it provides advance notification to very low income grade school graduates that they are eligible for a Pell Award to pay for college if they graduate from high school. It is revenue neutral for six years, and then the only revenue impact is a function of the success of the program. It will provide Pell awards to people who would be eligible for them anyway, but who might not have made it to college but for the encouragement provided by this program. The material in this package includes a copy of the bill and a concept paper which provides more detailed information about the proposed program.

I invite your comment and your support of this legislation, Mr. President. Your State of the Union Address created a renewed national commitment to education which bodes well for the future of this country. Let's make sure that in the process, we leave no child behind.

Very truly yours,

Chaka Fattah
Member of Congress

CF:ccp

News Release



CONGRESSMAN

Chaka Fattah

Second District, Pennsylvania

The 21st Century Scholars Program

It is observed that students who receive advance notification that their college education will be paid for, make different decisions about their lives, and are far more likely to graduate from high school and go on to college. *The 21st Century Scholars Program* informs students in their last year of grammar school, and their families, that if they stay in school and get the grades necessary for admission to a postsecondary program, they will be guaranteed Pell Grant funds. In order to concentrate efforts to populations with the least access to postsecondary education, participation will be limited to students in schools serving a school attendance area in which the concentration of children from families who's income is below the federal poverty level, exceeds 75 percent.

The 21st Century Scholars Program is modeled on successful private initiatives such as the "Tell Them We Are Rising" Program founded by my constituent Dr. Ruth Hayre, and the "I Have A Dream" (IHAD) Programs originated by Eugene Lang in East Harlem. The "I Have A Dream" (IHAD) Programs identifies grammar school classes who attend schools in areas of high concentration of low-income families, and promise them funds for postsecondary education. Statistically, IHAD's results have been impressive. Class, by class these programs have made astonishing changes in the percentage of children who complete high school and attend postsecondary schools. In Eugene Lang's original class of students, 90% eventually graduated from high school or earned GED's -- in a school where the projected graduation rate was 25%. Moreover, 60% of those students pursued higher education. Three Chicago IHAD Projects which reached their high school graduation in 1993 and 1994 showed a cumulative graduation rate of 69% -- in schools whose *dropout* rate has been estimated at 60%. Of those students, 66% went on to college; 22% got jobs; and 10% went into vocational programs. Additional projects in other areas including Washington, D.C. and Denver have proven equally successful. As a result of IHAD's efforts, more than 1,250 students are now enrolled at more than 300 colleges and universities.

These past private efforts, although wonderful, reach only a small number of the almost one-half million children attending school in areas of highest poverty, who often don't consider postsecondary education as one of their life options. Federal grants are more critical to students of low-income families in their access to college, accounting for an average of 25% of their postsecondary tuition, as compared to 2% for middle income, and only 0.2% of high income children (see attached chart). Federal grants often make postsecondary education possible for students from low-income families. As we continue our change from an industrial and manufacturing based economy, to a services and information based economy, education will be the single largest factor in a person's ability to remain gainfully employed. A federal program can start to address the needs of the growing number of our citizens at risk for being marginalized in our changing economy through a promise and commitment to catalyzing their education. *The 21st Century Scholars Program* is such a catalyst.

DISTRICT OFFICE • 4104 Walnut Street • Philadelphia, PA 19104

WASHINGTON OFFICE • 1205 Longworth H.O.B. • Washington, DC 20515



THE WHITE HOUSE
WASHINGTON

February 21, 1997

MEMORANDUM FOR BRUCE REED

~~CHRIS JENNINGS~~

FROM: SUSAN BROPHY *SB*
LEGISLATIVE AFFAIRS

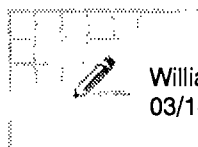
SUBJECT: CONGRESSIONAL CORRESPONDENCE

Enclosed please find a copy of a letter that was sent to the President by Rep. Chaka Fattah (D-PA).

The President has requested that he see and sign every letter going to Capitol Hill. We did not want to fully answer the issues addressed in the Members' letter without advice from your office; therefore, I am requesting that your office draft a response and return it to Chris Walker.

Thank you very much for your assistance in this matter. If you have any questions, please feel free to call Chris at 456-7500.

Enclosure



William R. Kincaid
03/14/97 12:42:34 PM

Record Type: Record

To: Christopher F. Walker/WHO/EOP
cc: Michael Cohen/OPD/EOP
Subject: Draft Reply to Fattah Letter



Attac FATTAH.WPDhed is a draft response to Rep. Fattah's letter regarding his proposed scholars program. Note that in the letter to POTUS it refers to the program as "Twentieth Century Scholars," but in the legislation it says "21st Century Scholars."

If you have any questions, please feel call me at 6-2857. If I'm not around (I will be out M-W of next week), you can also contact Mike Cohen at 6-5575.

Thanks.

-- Bill Kincaid
DPC

March 14, 1997 DRAFT

Honorable Chaka Fattah
1205 Longworth Building
U.S. House of Representatives
Washington, DC 20515

Dear Congressman Fattah:

Thank you for writing to share your 21st Century Scholars legislative proposal with me, and for your strong commitment to making a college education more accessible and to raising the educational aspirations of low-income youth.

Like you, I have a deep admiration for Eugene Lang and his "I Have a Dream" program. Back when I was Governor, I invited Mr. Lang to Little Rock to address the Arkansas legislature, because I believed then (and still do) that he has demonstrated the critical importance of reaching low-income youngsters early, raising their expectations for postsecondary education and letting them know that resources are available to help them to meet the costs of college and further learning.

The package of postsecondary initiatives that I have proposed in my balanced-budget plan would significantly expand college access for lower-income students, while providing new assistance to working families and middle-class families struggling to pay for college. Taken as a whole, this package, which includes the largest increase in the maximum Pell Grant award in two decades, an expansion in Pell eligibility for older, low-income students, a reduction in student loan fees for low-and-middle income students, HOPE Scholarships, and a \$10,000 tax deduction for higher education and training, will put a college education within the reach of every American. Moreover, enacting this package will allow us to mount a strong campaign to make sure that every student in every school in America knows that a higher education is within reach of anyone who is willing to work for it.

I hope I can count on your full support of our budget package, and as we move forward I hope you will advise Secretary Riley and me on how we can get the message out to our nation's youth, especially to many of those at a younger age who are just beginning to form their expectations for the future. I very much like your idea of the Secretary writing students and their families to make sure they know the full range of benefits that are available, and I am going to ask the Secretary to investigate it further.

Thank you for your deep concern with improving the educational opportunities of all Americans. I look forward to working with you on access to college, and the many other critical needs in education, such as higher standards and better teaching, during the months ahead.

Best regards,

cc: Honorable Richard W. Riley

Dr. Morris L. Holmes
Superintendent
New Orleans Public Schools
3510 General DeGaulle Drive
New Orleans, LA 70114

Dear Dr. Holmes

I want to congratulate you and the members of the New Orleans Public Schools Alumni Association for your efforts on behalf of the New Orleans public schools. As I said in my State of the Union address in February, education must be our top national priority. Working together, we must insure that every 8-year old can read, that every 12-year-old can log on to the Internet, and that every 18-year-old can go to college. To help us get there, I have issued a ten-point Call to Action for American Education, encouraging parents, local school leaders, businesspeople and members of the community to join together in support of a high quality education for all students-just as the alumni association is doing in New Orleans.

Your efforts, drawing on the talents and commitment of alumni of the public schools of New Orleans, is very much in the spirit of citizen service and volunteerism that we recently celebrated at the bipartisan Presidents' Summit for America's Future. We need organizations like this one all across America, keeping citizens connected with the schools after they have graduated, providing opportunities for them to improve the schools, and helping students experience the joy of learning.

Alumni can play a critical role in supporting our public schools and holding them accountable for challenging today's students and preparing them for further learning and 21st Century jobs. Alumni can also help us reach our goal of one million new volunteer reading tutors to reinforce the work of classroom teachers and help make sure that every student can read independently by the end of Grade Three.

Once again, many congratulations to you and to the members of the Alumni Association for your work thus far. I wish you best of luck as you continue to work together to improve public education in New Orleans.

Sincerely,

THE WHITE HOUSE

From: Bob Nash
Director, Office of Presidential
Personnel

Date:

5/5/97

Re: Bruce Reap - DPC

- | | | |
|---|---|--|
| ☐ For your signature | ☐ Rewrite text | ☐ Please return call |
| ☐ Prepare reply for my signature | ☐ Rewrite not enough information | ☐ As you requested |
| ☐ For President's signature | ☒ For your action | ☐ For your information |
| ☐ Reply directly copy to me | ☐ For your approval | ☐ Please file |
| ☐ Please locate resume | ☐ For your comments | ☐ Set up meeting on this |
| ☐ Call me on this | ☐ To West Wing, ASAP | ☐ For Resume |
| ☐ Ask Me/See Me | ☐ Acknowledge Referral | ☐ Acknowledge POTUS' Referral |

REMARKS:

This is NOT my
role - I think. I told G. Samant
this was domestic policy. I asked
you respond on whether this is
something that could be done.

If not, let him know.

Thanks. This was sent to me
to give to you.

Write Date: _____

NEW ORLEANS PUBLIC SCHOOLS

3510 GENERAL DEGAULLE DRIVE
NEW ORLEANS, LOUISIANA 70114
(504) 365-5495
(504) 365-5496 FAX

Get Involved!

March 27, 1997

Mr. Bruce Reed
Assistant to the President and
Director of Domestic Policy
White House
Washington, DC 20500

RE: LETTER OF SUPPORT FROM PRESIDENT CLINTON

Dear Mr. Reed:

In June of 1995, the New Orleans Public Schools, under the direction of Superintendent Morris Holmes, began an innovative, solution-driven program to recruit alumni into an association. The New Orleans Public Schools Alumni Association, which was developed and implemented by Dr. Holmes, is most likely the first district-wide program of its kind in the nation.

Since our inception, the association has been growing rapidly. Norma Cantu', the Assistant Secretary for Civil Rights in the U.S. Department of Education, was the keynote speaker at our first annual alumni reunion in September of 1996. She spoke to an audience of over 1500 public education supporters.

The staff of the Office of Alumni and Development and our volunteers in the Alumni Association share the belief of the Clinton administration that public education is the backbone of America. As Secretary Richard Riley said in his State of American Education address, "Education is the engine that drives our economy."

Additionally, our goals of a volunteer-driven organization that will benefit the children of New Orleans are identical to those outlined in the platform of "The Presidents' Summit For America's Future." With this new program we have taken a big step towards an educationally and economically sound public school system. However, there is still much work to be done.

We feel that a letter of support addressed to the Superintendent of Schools from President Clinton will go a long way towards providing additional momentum for the Alumni Association. Mr. Clinton and Dr. Holmes have worked together in the past. Dr. Holmes, like President Clinton, is a native of the great state of Arkansas.

Mr. Reed
Page 2
March 27, 1997

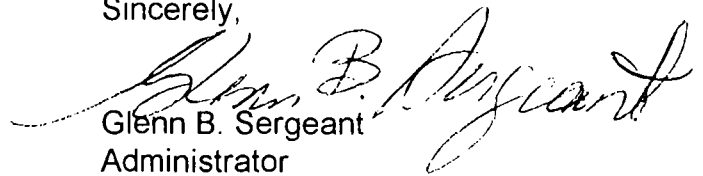
We would like to present the letter to the superintendent at a televised meeting of the Orleans Parish School Board. This public forum, which is rebroadcasted several times a month, will provide excellent exposure for President Clinton's goals. The letter will also be published in our newsletter (copy enclosed) which is received by over 10,000 public education supporters.

Attached is a draft of said letter for your perusal. We feel that it represents the spirit of the Clinton administration with respect to public education. Additionally, we fully believe that the efforts of the Alumni Association and Dr. Holmes are worthwhile and worth recognizing.

Thank you very much for your consideration. I know that you recognize the importance of public education and will do all you can to assist us in the innovative work that is occurring in New Orleans. Please send the letter by return mail to my office.

Should you have any questions or comments, please contact me on my direct line (504) 365-5492.

Sincerely,


Glenn B. Sergeant
Administrator

Enclosures

Dr. Morris L. Homes
Superintendent
New Orleans Public Schools
3510 General DeGaulle Drive
New Orleans, LA 70114

Dear Dr. Holmes:

Congratulations on the success of the **New Orleans Public Schools Alumni Association**. I know that we share the belief that this country has been strengthened by the spirit of volunteerism. The goals of your volunteer-driven organization are directly in line with mine as outlined in the platform of "The Presidents' Summit For America's Future" which was held last month in Philadelphia.

It is refreshing to hear about solution-driven programs that are emerging from America's cities. Your **Alumni Association** will go a long way towards investing in our country's future. As Richard Riley, my Secretary of Education, said in his recent State of American Education address, "education is the engine that drives the economy".

As you know, one of the central goals of my second term is building a bridge to the 21st century. Active and informed groups, like the **New Orleans Public Schools Alumni Association**, play a critical role in defining education for the next millennium.

Once again, congratulations! I sincerely hope that you accomplish all that you set out to do. Public education is the backbone of the American people. Keep up the good work.

Sincerely,

William "Bill" Clinton



Sylvia M. Panetta
15 Panetta Road
Carmel Valley, CA 93924

April 18, 1997

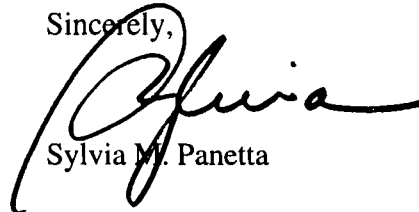
Mr. Bill Kincaide
Associate Director for Education Policy
Domestic Policy Council
The White House
1600 Pennsylvania Avenue
Washington, D.C. 20502

Dear Bill:

Thank you very much for taking the time to meet with me recently while I was in Washington. Having you there to provide guidance and answer my questions was most helpful as I begin working on the America Reads program. There is much to be done, but with the help and direction from those who know this program and are committed to its goals -- bringing all our kindergarten through third grade elementary school children up to proficient reading levels -- we can achieve what the President has asked us to do.

Again, my gratitude for your time.

Sincerely,



Sylvia M. Panetta

SMP: co

*Please give my
best to Mary -
J.*

U·A·L·R

COLLEGE OF EDUCATION
Office of the Dean

March 23, 1997

Bill Kincaid
Domestic Policy Council
OEOB Room 213
600 Pennsylvania Ave.
Washington, D. C. 20502

Dear Bill:

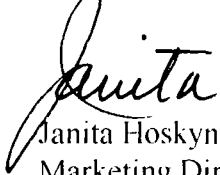
Congratulations on your new appointment!

This is to let you know that our "Early Literacy For All Children: Meeting the Challenge" Conference on March 11 was a huge success with 500 educators in attendance. Enclosed is a copy of the local news article.

Thank you for your advice and help in opening lines of communication as I began to plan the conference. While Carol Rasco or Mary Jean Letendre were unable to come, Carol sent important information about the America Reads Challenge and I certainly enjoyed getting to know Mary Jean when she came to Hot Springs in February. Of course, having the First Lady as luncheon speaker was great.

Regards to Missy. Please come by to see us when you are in Little Rock again.

Sincerely,



Janita Hoskyn
Marketing Director
Reading Recovery Program

Arkansas

Arkansas Democrat-Gazette

First lady brings reading home

Hillary Clinton tells Little Rock audience literacy is key to the future

BY CYNTHIA HOWELL
ARKANSAS DEMOCRAT-GAZETTE

First lady Hillary Rodham Clinton was at home in Little Rock on Tuesday doing one of the jobs for which she is best-known in Arkansas — talking about education as a way to improve the lives of children.

Clinton was the luncheon speaker at a conference on early literacy and the state's Reading Recovery program at Arkansas' Excelsior Hotel. Tuesday evening, she returned to the hotel ballroom named for her husband to speak at a fund-raising dinner to benefit the Arkansas Single Parent Scholarship Fund. She at one time had served as president of the organization's board of trustees.

"If children can't read, they can't be expected to be successful in this extraordinary information age that we are a part of," she told 300 elementary school and college-level educators at the literacy conference. The audience included many of Clinton's longtime colleagues in efforts to upgrade Arkansas education standards, as well as her husband's stepfather, Dick Kelley of Hot Springs, and her daughter's first-grade teacher, Sadie Mitchell, now a Little Rock assistant superintendent.

"Reading is such a magic experience," Clinton said. "For some of our youngsters it comes very easily, and for others it is a terrible ordeal. Sometimes we don't know the real reasons why a child will or will not read. It takes such patience to get to the root of it."

But Clinton said more is known now than even five years ago about how a child's brain develops. Reading, talking and singing to very young children help in that development, which in turn leads to later academic success, she said.

"We will be having a conference at the White House in about a month where the president and I



Arkansas Democrat-Gazette/RICK MCFARLAND

First lady Hillary Rodham Clinton gets a hug from state Rep. Bob McGinnis, D-Marianna, after introducing her Tuesday at a children's literacy conference at Arkansas'

Excelsior Hotel in Little Rock. Gene Campbell, dean of the College of Education at the University of Arkansas at Little Rock, is at right.

will convene many of the leading scientists who have worked on what it means for us to take this information from neuroscience and put it to work in the home, in the community and in the school. ... I am hoping that this will assist all of you on the front lines of early literacy to make the case that those activities in the first years of life lay the groundwork for reading and to persuade parents that reading is a good investment of their time."

To further promote reading, Clinton has begun working with physicians and publishers to get physicians from all over the country to prescribe reading for young

children. Reach Out and Read is based on a Boston program where pediatricians use volunteers to read books to children in their office waiting rooms.

A physician may be the only professional who has regular contact with a young family and the authority to encourage reading, Clinton said.

The state's Reading Recovery program attempts to recreate early childhood reading experiences that enable a child to feel comfortable with the reading process, Clinton said.

Reading Recovery offers intensive reading instruction — one in-

structor for each child — to first-graders in the bottom 20 percent of readers in their classrooms.

"If we can do that before the child starts school, then that reduces the number of children who need special services," she said.

About 5,000 Arkansas children will go through the Reading Recovery program this year. When she was the state's first lady, Clinton helped introduce the New Zealand program to Arkansas.

On still another level, Clinton said the president wants to ensure that children can read by the time they complete the fourth grade. To

See **READING**, Page 6B

Reading

• Continued from Page 1B
that end, he has initiated a tutoring program called America Reads, in which about 1 million volunteers will be trained to work with third- and fourth-graders.

One of the advantages of the program is that it will put thousands of people into schools who may not have any other direct contact with them, Clinton said. A cadre of citizens will understand better and support the efforts going on in public education.

The purpose of all the reading programs is to give children the skills to meet higher education standards, Clinton said.

The president has made education a top priority in his administration, and he is calling for the states to voluntarily agree to give a national test in reading to fourth-graders and a mathematics test to eighth-graders.

"What we are trying to do in creating a test at the end of fourth grade is not only to have a snapshot of reading progress in the United States but enable individual students, schools and school districts to measure how well they are doing," the first lady said.

She said the test will enable schools and districts to take stock and determine what they can do

better to promote achievement. Maryland and Michigan have already agreed to participate.

The literacy conference Tuesday was jointly sponsored by the University of Arkansas at Little Rock, the Arkansas Association of Educational Administrators, the Arkansas Department of Education and the Winthrop Rockefeller



Special to the Democrat-Gazette/JEFF MITCHELL

Jamie Travis, a patient at Arkansas Children's Hospital in Little Rock, greets first lady Hillary Rodham Clinton as she arrives Tuesday for a visit to the neonatal unit.

Foundation.

Tuesday night, college graduates and past recipients of money from the state Single Parent Scholarship Fund testified about how the money, sometimes about \$500 a semester, enabled them to pay their car insurance or buy books and even nurses' uniforms.

The scholarship fund was started in Washington County, then was established statewide in 1990.

The purpose of Tuesday's dinner was to raise money to enable the organization to match a \$500,000 challenge grant for the fund from the Harvey and Bernice Jones Charitable Trust.

Clinton said she hoped that the scholarship program will serve as a national model as the country enters a time of welfare reform.

"We are on the brink in our country of seeing whether we truly believe we are one nation and that we are committed to creating opportunity for everyone," she told the crowd of about 300. "With the president's signature on welfare reform, we no longer have a national safety net. We have a big challenge in front of us."

"As the president has said countless times, we cannot expect people who move from welfare to work to do it on their own. We have to be there to help."

General
Correspondence

No reply
necessary

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. letter	Re: Personal (8 pages)	00/00/1997	b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
William Kincaid
OA/Box Number: 11094

FOLDER TITLE:

Correspondence [Folder 1]

2017-0692-S

jn99

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.

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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]
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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]

IN THE GENERAL SESSIONS COURT OF WILSON COUNTY, TENNESSEE
JUVENILE SECTION

DATE 20 August 1994 TIME: 245 () AM (X) PM FILE NO. 3758

COMPLAINT

NAME: James H. Gardner

COMPLAINANT: Don Denney

FATHER: _____

MOTHER: Martha Gardner

LEGAL CUSTODIAN: Mother

AGE: 11 D.O.B.: 02-08-83

SEX: Male RACE: Caucasian

ADDRESS: 11 Upton Hts
Lebanon, TN 37087 PHONE: 444-9009

ADDRESS: Lebanon City Schools
PHONE: _____

ADDRESS: _____
PHONE: _____

ADDRESS: Same as child
PHONE: _____

ADDRESS: _____
PHONE: _____

() DELINQUENT () AFTERCARE VIOLATOR
() STATUS OFFENDER () IN-STATE RUNAWAY
(X) DEPENDENT-NEGLECTED () OUT-OF-STATE RUNAWAY
() PROBATION VIOLATOR

AFFIDAVIT OF COMPLAINT or STATEMENT OF CHARGES

James H. Gardner, a child under the age of eighteen (18) years, a resident of Wilson County

Tennessee, did on or about _____ commit the offense of is an educationally
neglected child in that said child's mother has failed to
enroll child in school at Walter J. Baird Middle School,
Lebanon, Wilson Co, TN, said child having attained the
6th grade level and being zoned to attend said
school. Mother's refusal to enroll child has caused
said child to miss six days of school, to include
enrollment day

Said child may be in need of treatment and/or rehabilitation.

T.C.A. VIOLATION 37-1-102

STATE OF TENNESSEE
COUNTY OF WILSON

Sworn to and subscribed before me this

30th day of August, 1994
Kimberly R. Nokes

YOUTH SERVICE OFFICER, NOTARY PUBLIC
DEPUTY CLERK, or JUDICIAL COMMISSIONER
My commissions expires: _____

X Don Denney
COMPLAINANT or ARRESTING OFFICER
LAW ENFORCEMENT AGENCY: _____

NOTICE TO COMPLAINANT: Filing this complaint could result in child
being committed for treatment and rehabilitation.

Martha Gardner The mother
Ms Gardner
Martha Beal Gardner
11 Upton Heights
Lebanon Tennessee
37087

DATE & TIME OF INTAKE HEARING: _____
DATE & TIME OF FORMAL COURT HEARING: _____
DATE & TIME OF INFORMAL ADJUSTMENT CONFERENCE: _____

SUMMONS

(Proceeding under Tennessee Code Annotated, Section 37-221)

THE JUVENILE COURT OF Wilson Co., TENNESSEE
(City or County)

To Any Lawful Officer:

SUMMON James H. Gardner + Martha Gardner

(Parent or Guardian, and child over 14 years of age charged with being unruly or delinquent or with violation of home placement)

to appear before the Juvenile Court of Wilson Co. on the 6 day of Sept, 1994, at 9 o'clock A M. to answer the charge of the petition, a copy of which accompanies this summons and to bring _____ and this you shall in no wise omit, under the penalties prescribed by law.

Witness Jim Swadall Clerk or Susan Rich of the Wilson Co. Juvenile Court of Lebanon, Tennessee, this 30 day of Aug, 1994.

Susan Rich
Clerk or Officer of the Juvenile Court

Almost 12 years the custodial parent of Martha Gardner am concerned that Fraud and Conspiracy took away my Boy per income tax check: questions?

OFFICER'S RETURN

TAXPAYER APPEAL

A taxpayer whose income tax refund is taken by TRIP has, by law, the right to appeal to the Tennessee Department of Human Services, Administrative Review Division.

If the taxpayer appeals, you may need to appear at a hearing. If you are notified about the hearing, and fail to appear, you may lose your right to get the money from the refund.

If you are needed at the hearing, you will be notified about the date, time, and place. If any of these are inconvenient for you, you may request a change.

Usually the appeal is resolved before the hearing.

PETITION

37087

IN THE JUVENILE COURT OF Wilson Co., TENNESSEE

(City or County)

IN THE MATTER OF James H. Gardner, a child under the age of 18 years.

(Name)

(Proceeding under Tennessee Code Annotated, Section 37-208)

To the Honorable Haywood Bamy Judge of the Juvenile Court of Wilson Co.Tennessee: It being in the best interest of the child and of the public that these proceedings be brought, your petitioner, Don Denney, respectfully represents to the Court on information and belief that

(Name)

James H. Gardner, a child now within this county and 11 years of age is a(n)dep/neg child (abandoned; dependent; neglected; unruly or delinquent in need of treatment or rehabilitation)

in that:

See Exhibit Afile no
3758IF YOUR CHILD IS PLACED IN STATE
CUSTODY THE LAW REQUIRES THAT
YOU PAY CHILD SUPPORT.

Your petitioner further avers:

That the child's father is _____, residing at _____

That the child's mother is Martha Gardner, residing at 11 Upton Hgts.That the child is in the custody and control of Martha Gardner

(Parents, Guardian, Others)

residing at 11 Upton Hgts.Signed: See Exhibit A, Petitioner

Address _____

AFFIDAVIT

Before me personally appeared _____, the petitioner, in the foregoing petition, who makes oath that the statements therein are true to the best of his knowledge, information and belief.

See Exhibit A

Petitioner

Sworn to and subscribed before me this 30 day ofAug, 1994Susan Rich

Juvenile Court Judge, Clerk or Officer

(See Other Side)

IN THE GENERAL SESSIONS COURT OF WILSON COUNTY, TENNESSEE
JUVENILE SECTION

IN THE MATTER OF:

James H. Gardner

a child under the age of 18 years

AGE: 11

D.O.B. _____

State of TN, Juvenile Court
reported to Court, confirmed,
Ordered recorded & filed.

Recorded in Book 60

Page 119. This 12 day
of Sept 1994.

Jim Goodall, clk

DI Rich

ORDER OF APPOINTMENT OF LEGAL COUNSEL FOR INDIGENT CHILD

The child, James H. Gardner, having been called to plead to the unruly or delinquency charges
against him/her, wherein he/she is charged with being Educationally Neglected

and it appearing to the undersigned Judge presiding, from the affirmations made by the child and parents and after due
inquiry made, as appears in the record, that the child and parents refuse to employ or are unable by reason of their
indigency to employ the services of counsel to represent the child in this cause; it is,

ORDERED AND ADJUDGED that the child is an indigent and in need of the services of an attorney, as contemplated by
law; and that Barry Tatum, Attorney at Law, duly licensed to practice in the State of
Tennessee, is hereby appointed as counsel for the indigent child as is provided by law.

GUARDIAN AD LITEM

This the 1 day of Sept, 1994.

A. Barry
JUDGE

CERTIFICATE OF SERVICE

Said appointed attorney or his office was notified by phone call or personally this 1st day of Sept,
1994 at 910 A. M.

Kimberly D. Nokes
YOUTH SERVICES OFFICER

CERTIFICATE OF MAILING

I hereby certify that a copy of the foregoing Order was mailed to the attorney appointed therein at his or her office on this
9 day of Sept, 1994.

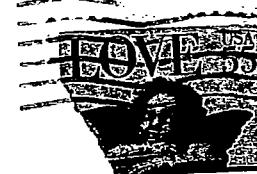
file No # 3758

JUDGE

Susan Rich
clerk

attn
Director:

Office of Policy Development
1600 Pennsylvania Ave. N.W.
Wash. D.C. 20500



MARTHA GARDNER

TN DL 46519965 615-444-9029

11 UPTON HEIGHTS

LEBANON, TN 37087

PHOTOCOPY
PRESERVATION

Correspondence

July 14, 1997

Mr. J. Lloyd Jacobs
Principal
Venice High School
1300 Venice Boulevard
Los Angeles, California 90066

Dear Mr. Jacobs:

I am delighted to congratulate you and your students on Venice Senior High School's repeat first-place finish in this year's National Science Bowl. Your students' performance proves what America's young people can achieve if we set high expectations and give them the support and encouragement they need.

Venice High provides an important example of the excellence we need in order to achieve our national goal of becoming first in the world in math and science. I hope your success will inspire others to reach for high standards as well.

Once again, congratulations on your victory.

Sincerely, **BILL CLINTON**

BC/SF/SR/MAH/ckb-lynn (Corres. #3583854)
(7.jacobsjl.msg) (Event: wants 07/20/97)

cc: Presidential Messages, 91 OEOB
Bill Kincaid, 220 OEOB

DO NOT MAIL -- RETURN TO CARMEN FOWLER, ROOM 91,
FOR DISPATCH

Kevin Davis

Not satisfied w/ letter

(401) 821-7592

return

call
6/6/97
3m

Correspondence

Gord
Punch

Kevin Davis -

Consolidation Loan app

Has had someone he is touch

has also called Congressman's
Office

Has been in touch w/ the Secretary's
Office / that they are
working on it.

Don't know about letter -

Sec's Office has been in touch
w/ Dir. of SFA

will be back in touch w/ the
as soon as they have
something

Had heard back from Galtie Man {
that they had heard from him
2.1.21

Even though it's Galtie Man.