

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	Schedule for Vice President Gore, Wednesday, June 25, 1997 [partial] (6 pages)	06/25/1997	b(7)(C), b(7)(E), b(7)(F), b(6)
002. schedule	Schedule for Vice President Gore, Wednesday, June 25, 1997 [partial] (7 pages)	06/25/1997	b(7)(C), b(7)(E), b(7)(F), b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
William Kincaid
OA/Box Number: 11095

FOLDER TITLE:

Family Conference [2]

2017-0692-S

in100

RESTRICTION CODES

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

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

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

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
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- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]



PARTNERSHIP
for Family
Involvement
in Education

The Partnership for Family Involvement in Education

"Better Education Is Everybody's Business."

U.S. Secretary of Education Richard W. Riley

What is the Partnership's mission? To promote children's learning through the development of family-school-community partnerships.

Who are the Partners for Learning? Thousands of family, school, community, employer and religious groups comprise the Partnership. They have come together to support student learning to high standards. These Partners represent a growing grassroots movement across this country organized into four areas:

- "Family-School Partners for Learning" supporting school-home partnerships.
- Family partners strengthen schools through at-home activities including encouraging reading, monitoring homework, making sure their children are prepared and attend school; and through at-school activities including attending school conferences and asking for challenging coursework.
- School partners support families' expectations for their children's education, reach out to parents as partners, offer parents help, and are accessible when parents are available.
- "Employers for Learning" adopting family- and student-friendly business practices, such as providing leave time to attend parent conferences and volunteer in school, and providing parent training and child care.
- "Community Organizations for Learning" supporting learning communities through organized before- and after-school and summer activities, helping to make streets safe for children, and supporting supervised recreational activities.
- "Religious Organizations for Learning" providing parent education programs, sponsoring cultural programs, making their buildings available for organized activities and supporting out-of-school learning.

What are the benefits from joining the Partnership? Partners improve their effectiveness by connecting with other groups and drawing on each others' strengths. The benefits of being part of a coordinated effort are key: Partners learn about and share the latest and best practices from other Partner organizations. Recognition is earned for organizations' visible commitments at the national, state, and local levels. Members of the Partnership for Family Involvement in Education receive support through conferences, publications and on-going communication, including newsletters and an Internet home page at <www.ed.gov>.

What are nationwide Partnership Activities? As the Partnership grows, special projects support family involvement and student learning across communities:

- **READ*WRITE*NOW!**, an intensive summer component, to the **America Reads Challenge**, to encourage children's reading and writing with a reading partner 30 minutes a day.
- **America Goes Back to School: Answering the President's Call to Action** encourages every American to go back to school each fall to share their talents and experiences. Taking the challenge means addressing local educational concerns on a continuous basis and making a year-long commitment to learning.
- **Getting Ready for College Early**, an initiative to encourage all students to take courses they need to enter college and to inform parents of the sequence of courses their child needs to take, as well as the financial planning involved. To be launched in winter 1998.

How can your organization join the Partnership? If your organization wants to become a Partner for Learning fill out one of the following sign-on sheets and send it in. You will receive your Partnership member's kit soon after.





PARTNERSHIP
for Family
Involvement
in Education

Join the Partnership for Family Involvement in Education...

Family-School Partnership Promise

Families and schools across America are increasingly accepting mutual responsibility for children's learning. When families are involved in children's learning, at school and at home, schools work better and students learn more. Schools and families are working with employers and community organizations to develop local partnerships that support a safe school environment where students learn to challenging standards. By working together, exchanging information, sharing decision-making, and collaborating in children's learning, everyone can contribute to the education process.

Coming together as families, local school board governance, administration, teachers and school staff, we form this partnership and affirm the importance of family involvement in children's learning. We pledge to:

- Share responsibility at school and at home to give students a better education and a good start in life.
- Our school will be welcoming to families; reach out to families before problems arise; offer challenging courses; create safe and drug-free learning environments; organize tutoring and other opportunities to improve student learning; and support families to be included in the school decision-making process.
- Our families will monitor student attendance, homework completion and television watching; take the time to talk with and listen to their children; become acquainted with teachers, administrators and school staff; read with younger children and share a good book with a teen; volunteer in school when possible; and participate in the school decision-making process.
- Promote effective two-way communication between families and schools, by schools reducing educational jargon and breaking down cultural and language barriers and by families staying in touch with the school.
- Provide opportunities for families to learn how to help their children succeed in school and for school staff to work with families.
- Support family-school efforts to improve student learning by reviewing progress regularly and strengthening cooperative actions.

We would like to become a member of the Family Involvement Partnership for Learning. We commit to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following.)

School Name: _____

School Address: _____

City: _____ **State:** _____ **Zip:** _____

School Phone: _____ **Fax:** _____ **E-mail:** _____

Principal: _____ **Signature:** _____

Parent Organization Representative: _____ **Signature:** _____

Teacher Representative: _____ **Signature:** _____

School Staff Representative: _____ **Signature:** _____

Contact Person: _____ **Title:** _____ **Contact Phone:** _____



Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-205-9133 to receive your **Family-School Partnership Promise Certificate**.



PARTNERSHIP
for Family
Involvement
in Education

Join the Partnership for Family Involvement in Education...

Employers for Learning Promise

A strong and vigorous economy, for our employers and our nation, depends upon an educated, skilled, and competent citizenry. Today's students are tomorrow's citizens, and are our long-term investments for the future.

Employers play an important role in the school-improvement efforts on local, state, and national levels. We can now multiply the effectiveness of such efforts by enlisting our current employees as partners in the campaign to support and better the American educational system. Any company, regardless of its size, can take steps to support parents in its workforce and to support local education.

Over 30 years of research shows that greater family and adult involvement in children's learning is a critical link to achieving a high-quality education.

Small investments that enable employee participation in students' academic success, and in our education system, lead to a win/win for everyone:

- **Employers Win** by helping prepare a highly skilled and globally competitive workforce.
- **Employees Win** by making positive differences in children's education and in their local schools.
- **Schools Win** from increased parental and community involvement.
- **Students Win** from better education.

We recognize there are many ways to get started:

- Contact a local school to discuss opportunities for cooperation.
- Explore with employees ways in which they can help children learn.
- Explore with employees ways in which they can help local schools better educate their students.
- Explore policies and practices to encourage and enable employee involvement in schools and learning.
- Contact the Partnership for Family Involvement in Education for information.

We commit to:

- Identify a contact person, authorized to explore and develop options for company involvement in our family-school-community initiatives.
- Take action to implement programs.
- Share best practices after evaluating programs annually.
- Form partnerships with other stakeholders to promote, implement, and improve family-friendly policies and practices.

We would like to become a member of the Partnership for Family Involvement in Education. We commit our organization to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following information.)

President/CEO: _____ Signature: _____

Company/Organization: _____ Date: _____

Contact Person: _____ Title: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ E-Mail: _____

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-205-9133 to receive your **Employers for Learning Promise Certificate**.





PARTNERSHIP
for Family
Involvement
in Education

Join the Partnership for Family Involvement in Education...

The Community Promise

A strong and vigorous community, one that is supportive of all citizens, depends upon an educated, skilled, competent and involved citizenry. Schools, families, and community organizations are increasingly accepting mutual responsibility for children's learning. By working together, exchanging information, sharing decision-making, and collaborating in children's learning, everyone can contribute to the educational process. As a community-based organization, we support family-school compacts and affirm the importance of family-community involvement in student's learning.

We commit to involve our organization and its community members in a family-school-community partnership. By coming together with other organizations, we will:

- Make safe schools/safe neighborhoods a priority.
- Combat alcohol, drugs, and violence in and around schools and neighborhoods.
- Reinforce parenting skills using community institutions to provide family and literacy training and referral services.
- Provide mentoring and homework help programs so that children may be assured of tutoring and guidance from knowledgeable and responsible adults.
- Come together to coordinate delivery of services and to eliminate duplication of efforts.
- Help develop and sponsor affordable and quality after-school, weekend and summer learning, cultural, and community recreational activities.
- Support school improvement efforts in the local community.
- Support and become informed about school governance issues.
- Encourage schools to be involved in the life of the community, through co-sponsorship of community outreach activities of partner organizations.

We would like to become a member of the Partnership for Family Involvement in Education. We commit our community organization to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following information.)

Official: _____ Signature: _____

Community Group: _____ Date: _____

Contact Person: _____ Title: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ E-Mail: _____

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-205-9133 to receive your **Community Promise Certificate**.





PARTNERSHIP
for Family
Involvement
in Education

Join the Partnership for Family Involvement in Education...

Statement of Common Purpose Among Religious Communities Supporting Family Involvement in Learning

"Train children in the right way, and when old, they will not stray"

Proverbs 22:6

As members of religious communities from across the land, we join to affirm the vital and enduring role of families in the education of children. We have always regarded families--and parents in particular--as the primary teachers of children. Encouraged by Secretary of Education Richard Riley's concern for all children and his commitment to the role of families in educating children, we call upon all people of good will to stand as one with us in support of families' participation in children's learning.

Parents and guardians need to immerse themselves in the education of their children as never before. Children need the immediate and constant support of their families. But there are other voices at odds with these goals: the voices of poverty, loneliness, and fear. Because of this, there are children who do not attend school regularly, whose test scores and grades falter, who have too much idle time, and whose parents are absent, too overwhelmed or too busy to spend time reading, talking, praying, playing, listening, helping or encouraging them.

Religious communities hear this cry. It is with this knowledge and in our unique roles that we stand united in our commitment to the involvement of family members in the education of children. We believe the participation of family members in the education and spiritual development of young people is fundamental to a child's preparation for adulthood and the responsibilities of citizenship. Our nation's future depends upon a shared concern for the education of young people.

It is imperative that religious communities join together with governments, community organizations, businesses, and public and private schools in striving to provide families, parents, grandparents, foster parents, guardians, or extended family members with the information, skills, tools, and opportunities that will encourage their participation in the total education of their children, including character education. We are committed to working together to improve children's learning through family involvement partnerships.

We are thankful for the blessings of religious liberty, a sacred trust, stated in the Declaration of Independence and guaranteed by the First Amendment of the Constitution, that enables the members of all faiths to work together freely and openly for the common good. As beneficiaries of this great legacy, we pledge our support in encouraging family involvement in the education of children.

We call upon all citizens, religious communities, community organizations, and businesses to do their share. We urge family members to become actively involved in their children's education, religious communities to work to better understand and meet educational and family needs, community organizations to sponsor meaningful youth- and family-oriented activities, and businesses to adopt family-friendly policies in the workplace. Governments need to promote public policies that encourage greater family involvement in the education of all children. We challenge our society to value and nurture our children of today so that they can be productive citizens of tomorrow.

We would like to become a member of the Partnership for Family Involvement in Education. We commit our religious organization to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following information.)

Official: _____ Signature: _____

House of Worship/Religious Organization: _____ Date: _____

National Affiliation/Denomination: _____

Contact Person: _____ Title: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ E-Mail: _____

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-205-9133 to receive your Statement of Religious Communities Certificate.



SURVEY AND COMMENT FORM
JOINING TOGETHER TO HELP ALL CHILDREN LEARN

We value your opinions! Please help us improve this action handbook by answering the following survey questions. Please feel free to add your own comments and return it to Alan Ginsburg, U.S. Department of Education, Office of the Under Secretary/PES, 600 Independence Avenue, Washington, DC 20202-8140 or FAX it to: 202/401-3036. Please read each of the following statements carefully and indicate the extent to which you either **AGREE** or **DISAGREE** with each one by **CIRCLING** the appropriate number. The response categories are: 1 = Strongly Agree; 2 = Agree; 3 = Disagree; 4 = Strongly Disagree; 5 = Does Not Apply

1. This handbook:

- ☐ Is clear and understandable 1 2 3 4 5
- ☐ Provides valuable information 1 2 3 4 5
- ☐ Provides the right amount of information 1 2 3 4 5
- ☐ Is presented in an accessible format 1 2 3 4 5
- ☐ Will be valuable to my compact team 1 2 3 4 5
- ☐ Can bring partnerships together 1 2 3 4 5
- ☐ Can strengthen student achievement 1 2 3 4 5

2. I wish there was more information provided on:

- ☐ What is a compact and what they look like 1 2 3 4 5
- ☐ Coming together as a team 1 2 3 4 5
- ☐ Setting standards of excellence for your school 1 2 3 4 5
- ☐ Writing your family-school compact 1 2 3 4 5
- ☐ Using your school's compact 1 2 3 4 5
- ☐ Evaluating the compact 1 2 3 4 5
- ☐ Strengthening your compact 1 2 3 4 5
- ☐ Joining the Partnership for Family
Involvement in Education 1 2 3 4 5

Use the space below to express additional comments: _____

To: Mike Cohen, Terry Peterson, Mike Smith, Linda Roberts, Jennifer Davis, and Bill Kincaid:
From: Jon Schnur
Date: June 10th

Re: Your reactions to the attached document. It is a print-out of planned demonstration of a new technology tool for parents and teachers by Silicon Valley executives with the President and Vice President at the Gore family conference.

There currently are plans for a number of Silicon Valley executives to demo and announce a new technology tool (under development by Netscape, Miramba, and others) at the Gore family conference on June 25th. As you may be able to tell as you look through the document, this would be a new super website available to any school to share information among individual teachers and parents about homework assignments, school events, school standards, and (as currently planned) even information about individual students.

Could you take a look at this, and let me know:

- 1) What you think of the idea of a version of this being announced and demo'd in front of the national press, the President, and the Vice-President in two weeks?
- 2) What changes you would recommend making to this demo. I would be particularly interested in seeing that you think of the page on educational standards -- which I think needs to be changed. Also, I am thinking a page could be added on school profiles/report cards.
- 3) What questions/issues would need to be addressed before announcing this. (Issues that concern me include a) how to decide what standards are included, b) concerns about on-line information on individual students, c) how to help schools and parents use this well, and d) perhaps most significantly, how -- and by whom -- will the site will be managed over time.

I am likely going to be providing some feedback to the Silicon Valley companies tonight, so any immediate reactions would be great (feel free to call me at 456-5567). Otherwise, any thoughts over the next couple of days would be welcome. Thanks!

June 11, 1997

Family Day Education and Technology Demo

Preliminary Demo Plan
June 4, 1997

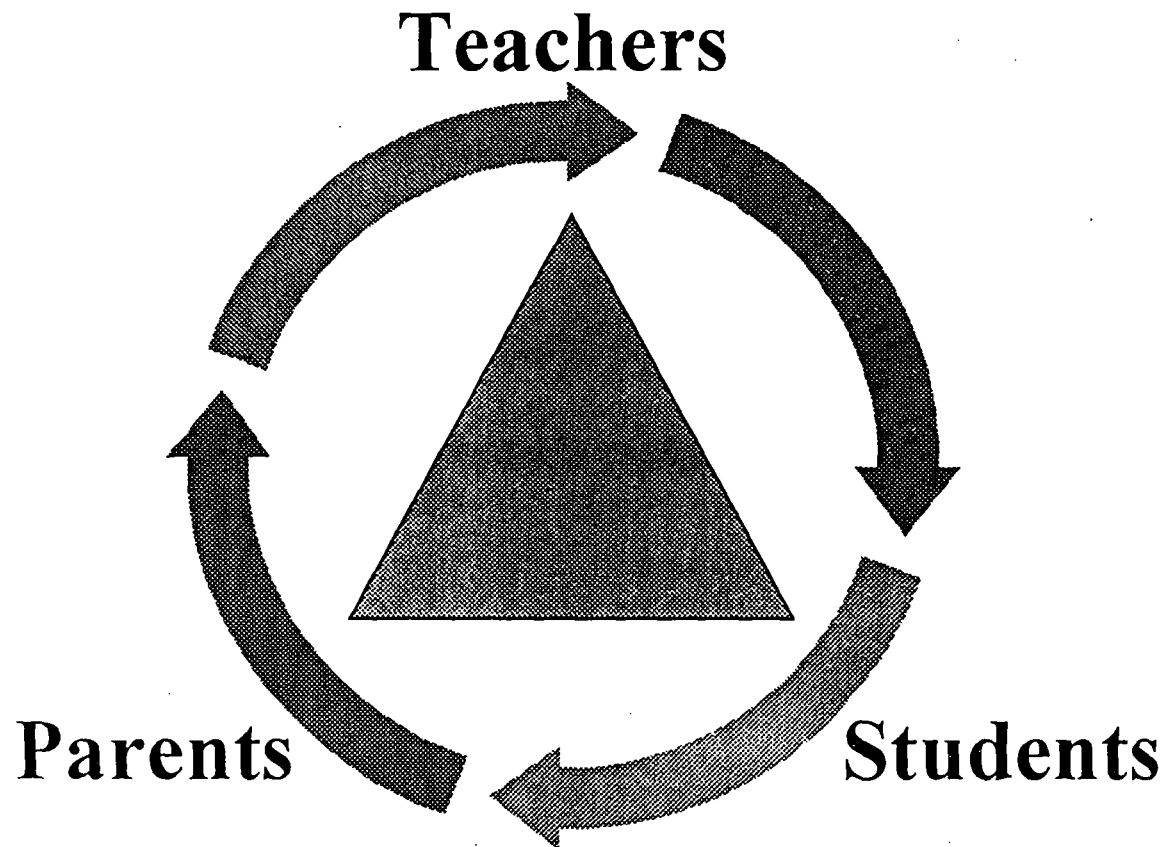
Agenda

- Background
- Design Points
- Compelling Messages
- Screenshot of Demo
- Questions and Answers

Mission Statement

The primary objective of this demo is to show how families may use the latest technologies on the Internet to provide a powerful, rich, and easy-to-use application to access resources and facilitate the communication between parents, children, and teachers for students in Kindergarten through the 12th Grade.

Background



- Participants

- Cybernautics
- Marimba
- Netscape
- NetSchools
- Spectrum HoloByte
- Yahoo!
- St. Francis High School
- San Francisco Union School District

Design Points

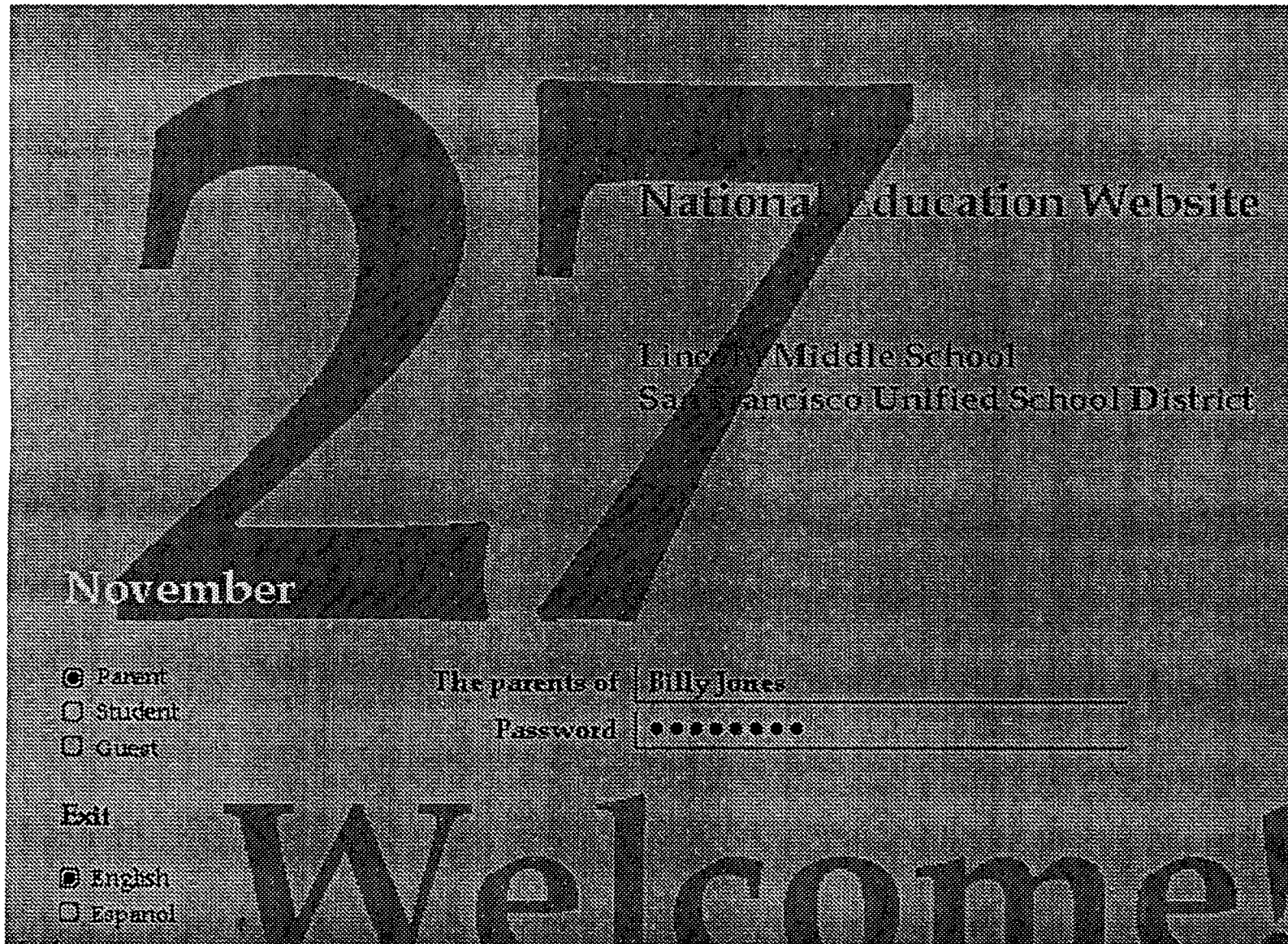
- Target audience is student, parents and teachersUser friendly
- Utilization of today's technology
 - Netscape's Dynamic HTML and WebTop
 - Marimba's Castanet Channels
 - Yahoo!'s search engine
- Providing more resources to parents
- Show about 10 to 12 screens

Compelling Messages

- Personalization
 - User experience
 - Ethnic language selection
 - Child's progress and Direct communication with teacher
- Educational Standards
 - Relating student progress with local standards
 - Access to national and district standards for K-12
- Forums/On-Line Community
 - Providing topical discussion groups for:
 - ⊕ parents-to-parents
 - ⊕ teacher-to-teacher
 - ⊕ student-to student

parents to teachers ?
teachers to students ?

Local School Log-in



National Education Website

Lincoln Middle School
San Francisco Unified School District

November

☒ Parent
☐ Student
☐ Guest

Exit

☒ English
☐ Español

The parents of Billy Jones

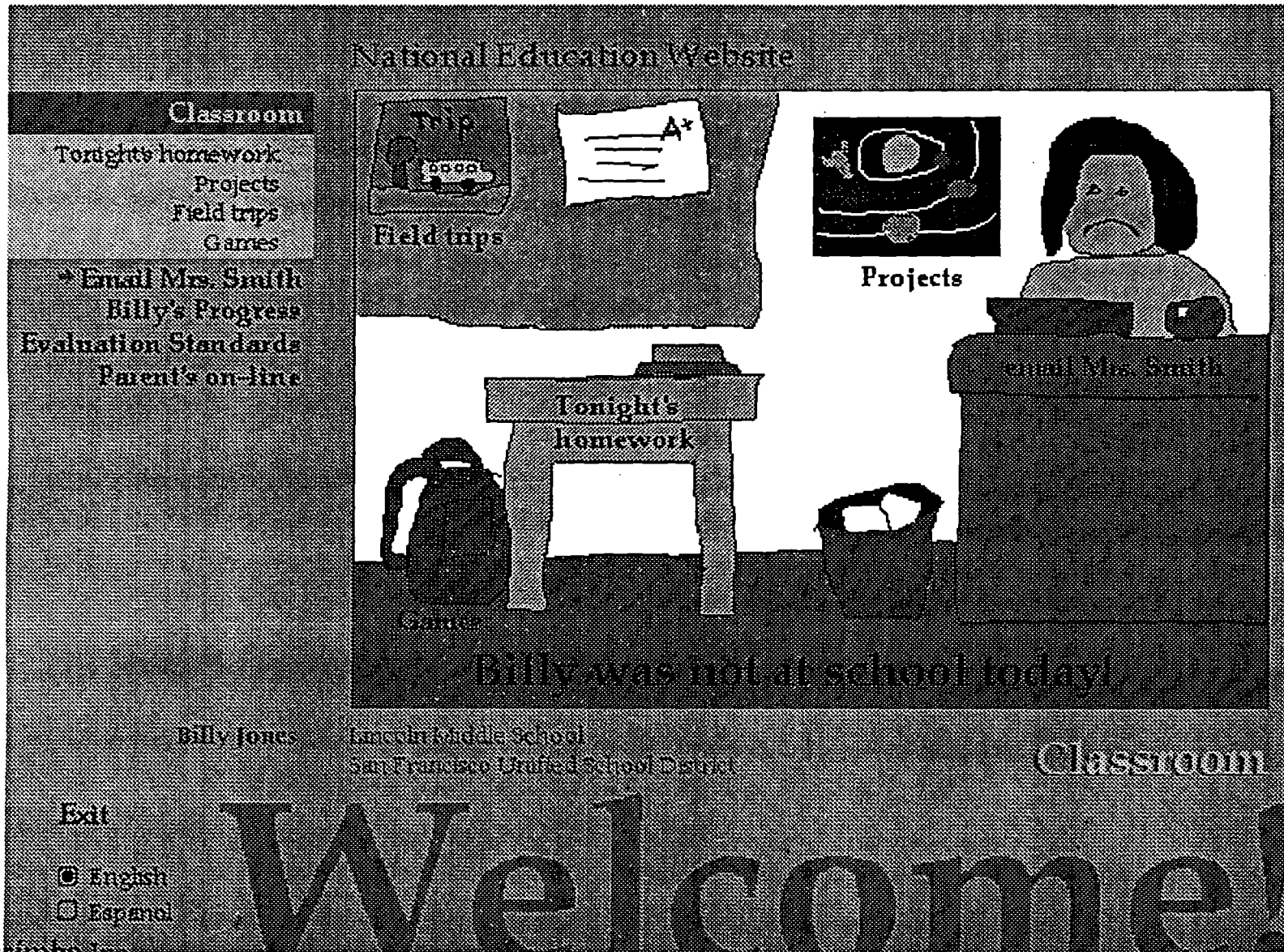
Password: ●●●●●●●●

Welcome

Main Classroom



Main (alternate)



Homework Sheet

National Education Website

Classroom

- Tonight's homework
- Projects
- Field trips
- Games

• Email Mrs. Smith

Billy's Progress

Evaluation Standards

Parent's on-line

Billy's homework

Week of November 24th Completed

For Monday:

Math, p. 26 problems 1-10 ✓

Reading, read pages 12-15 and answer question 1-7 ✓

For Tuesday:

Science, lab report due ✓

History, chapter 3 pp 43-50

For Wednesday:

Writing, History report due

For Thursday:

Math, p. 34 problems 1-6 OK

I was at school on time today!

Billy Jones Lincoln Middle School
San Francisco Unified School District

Homework

Exit

☒ English
☐ Spanish

Welcome!

Email Teacher

National Education Website

Classroom Teacher's Note In box • Out box Billy's Progress Evaluation Standards Parent's on-line	November 27, 1997 To all those parent's out there, I wanted to let you all know that its Science Fair time again! I always like to encourage every parent to get involved with their child's project, to motivate them--and to let them make the discoveries on their own. :-) The fair will be held in the school gym at 5:30 on Dec. 12, I hope you will find time to attend. If you have any questions please send me an e-mail Regards, Mrs. Smith	Send a note to Mrs. Smith Next note Previous note Reply Print Forward
--	--	---

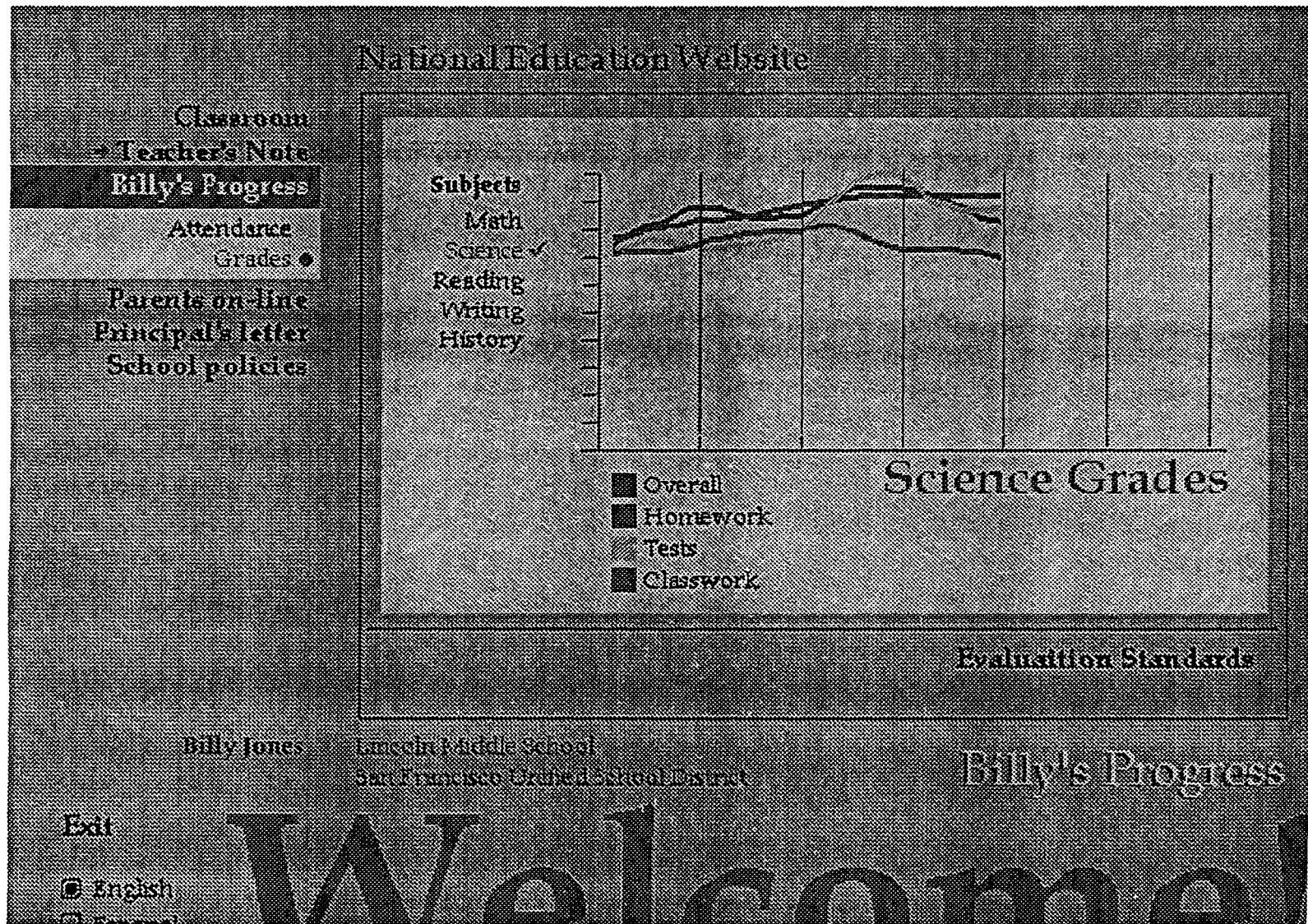
Billy Jones
Lincoln Middle School
San Francisco Unified School District

Exit

English

Teacher's note

Student Progress



Educational Standards

The screenshot displays a web browser window titled "National Education Website". The interface includes a left sidebar with navigation links: "Classroom" (with sub-links "Email Mrs. Smith" and "Billy's Progress"), "Evaluation Standards" (with sub-links "Local", "District", "State", and "National"), "What are standards?", and "Parent's on-line". The main content area is titled "Science Standards" and features a "Description" box. This box contains the text: "Big Idea: Geology", "Geology processes explain the evolution of the earth.", "STANDARD:", and a paragraph stating that students demonstrate an understanding of geological processes over time. Below this, it lists "Examples of the types of work students should be able to do to meet the standard:". To the left of the description box is a "Subjects" list: "Math", "Science" (checked), "Reading", "Writing", and "History". At the bottom of the page, there is a "Welcome!" banner, a user identification section for "Billy Jones" from "Lincoln Middle School" in the "San Francisco Unified School District", and a language selection area with "English" selected and "Español" as an option. A copyright notice for "©1997 marimba inc." is located in the bottom left corner.

National Education Website

Classroom
→ Email Mrs. Smith
Billy's Progress
Evaluation Standards
Local •
District
State
National
What are standards?
Parent's on-line

Subjects
Math
Science ✓
Reading
Writing
History

Description

Big Idea: Geology
Geology processes explain the evolution of the earth.

STANDARD :
Students demonstrate an understanding that different processes account for the change in the earth's geological features over time; such as the building of surface features by energy released from inside the earth (e.g., earthquakes, mountain building, volcanoes, etc.) and the wearing down of features through erosion and weathering.

Examples of the types of work students should be able to do to meet the standard:

Science Standards

Billy Jones
Lincoln Middle School
San Francisco Unified School District

Exit
☒ English
☐ Español

Welcome!

©1997 marimba inc.

Parent Forums

parent to parent
kid to kid

National Education Website

Classroom
Teacher's Note
Billy's Progress
Evaluation Standards
Parent's on-line

Parents ●
Teachers
Students

Topics	Audience
Fun Science Fair Projects	national
Discipline	national
Special Education	local
Math	national
Math Tutors	local
Gifted Students	national
College Prep	local
Say NO to drugs	national

Available forums

Billy Jones Lincoln Middle School
San Francisco Unified School District

Parents on-line

Exit

☒ English
☐ Spanish

Welcome!

Withdrawal/Redaction Marker

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Domestic Policy Council
William Kincaid
OA/Box Number: 11095

FOLDER TITLE:

Family Conference [2]

2017-0692-S

jnl00

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**SCHEDULE FOR VICE PRESIDENT GORE
WEDNESDAY, JUNE 25, 1997
FINAL**

SCHEDULER: STEVE ADAMSKE
WORK PHONE: 202-395-1750
HOME PHONE: 202-232-8452
WHCA PAGER: #4140

NASHVILLE, TN--WASHINGTON, DC

RON: Renaissance Nashville Hotel
615-251-3271
615-251-3290 (fax)
Room: 2204

Staff Note: Baggage call will be at 6:30 am in outside your doors or in room 2204.

Note: The President is scheduled to arrive Vanderbilt University at 10:40 am.

6:35 am **DEPART HOTEL**
En Route: Langford Auditorium
Drive Time: :10:00

[001]

(b)(6), (b)(7)c, (b)(7)e, (b)(7)f

6:45 am **ARRIVE LANGFORD AUDITORIUM**

Staff Note: The Staff Hold is on the Second Floor.

6:45 am **BRIEFING FOR MORNING INTERVIEWS**
6:55 am Location: Room 203-A
Contact: Ginny Terzano

6:55 am **PROCEED TO STAGE AREA**

7:00 am-
7:40 am

MORNING SHOW INTERVIEWS

Langford Auditorium
Contact: Ginny Terzano

Format:

--**The Vice President and Mrs. Gore** will do three network interviews consecutively.

--**The Vice President and Mrs. Gore** will remain on stage while the networks change their cameras, etc.

7:40 am-
8:25 am

HOLD

8:30 am-
8:50 am

WELCOMING REMARKS

Location: Langford Auditorium, Vanderbilt Medical School

Contact: Nancy Hoit, Susan Liss

Attendees: ~800 Call Time: 8:30 am

OPEN PRESS

Format:

--Chancellor Joe Wyatt, Vanderbilt University, gives welcoming remarks and intro Marti Erickson, Exec. Dir. - Children, Youth & Family Consortium, University of Minnesota.

--Marti Erickson gives brief remarks and intro. Bill Purcell, Director, Child and Family Policy Center, Vanderbilt University.

--Bill Purcell gives brief welcoming remarks and intro. the **Vice President and Mrs. Gore** onto stage.

--**The Vice President** gives welcoming remarks and introduces a UCLA School of Communications film collage: "I'll Tell You the Rest Tomorrow."

--**The Vice President** takes a seat in the front row next to Mrs. Gore to watch the video.

8:50 am-
9:50 am

FORUM: "STORY TELLERS"

Location: Langford Auditorium

Attendees: ~800 Call Time: 8:30

Contact: Nancy Hoit, Susan Liss

OPEN PRESS

Format:

--**The Vice President** walks up from the front row and takes his seat on stage.

--**The Vice President** leads and moderates the Story Tellers forum.

9:50 am-
10:20 am

THE VICE PRESIDENT'S ADDRESS

Langford Auditorium

Attendees: ~800 Call Time: 8:30 am

OPEN PRESS

Format:

--The Vice President delivers his address from the podium.

10:20 am
10:40 am

DEMONSTRATION OF NEW TECHNOLOGY

Langford Auditorium

Attendees: ~800 Call Time: 8:30 am

OPEN PRESS

+Bachus paints can

Format:

--The Vice President demonstrates new technology.

--At the conclusion of the demonstration, the **Vice President** introduces **Mrs. Gore** onto stage.

--**The Vice President** exits stage to hold/greet/brief the President in hold.

Note: The President is scheduled to arrive Vanderbilt University at 10:40 am.

10:40 am
10:55 am

BRIEFING FOR THE PRESIDENT

The President's Hold

Contact: Nancy Hoit, Susan Liss

10:55 am

PROCEED TO BACKSTAGE AREA

Note: You and The President holds for announcement.

11:00 am-
12:00 pm

*Let's Family Computer
always Nashville*

DISCUSSION / FORUM WITH THE PRESIDENT

Langford Auditorium

Attendees: ~800 Call Time: 8:30 am

Contact: Nancy Hoit, Susan Liss

OPEN PRESS

Format:

--Mrs. Gore will introduce the President and Vice President onto stage.

--Mrs. Gore will take her seat in the front row.

--The President and Vice President will lead and moderate the discussion.

--The Vice President will conclude the forum with the introduction of the President.

12:00 pm-
12:40 pm

PRESIDENT CLINTON'S ADDRESS

Langford Auditorium

Attendees: ~800 Call Time: 8:30 am

Contact: Nancy Hoit, Susan Liss

OPEN PRESS

Format:

--The President will deliver his address.

--The President, Vice President and Mrs. Gore will work a ropeline and depart the auditorium.

--The President will depart Vanderbilt en route Nashville Airport.

Note: The President will take pictures with motorcade drivers and police before he departs Vanderbilt.

12:40 pm

HOLD/LUNCH

Note: You and Mrs. Gore will eat lunch in hold rather than at the luncheon.

1:05 PM

DEPART FOR LUNCHEON

En Route:

Drive Time: :5:00

*part
Vanderbilt Univ
Med School*

*800s between
last 2 yrs
normally TN performing
Arts Center
Vanderbilt opened
to help sponsor
this event
along w/*

Lisa Matney - MAR

(b)(6), (b)(7)c, (b)(7)e, (b)(7)f

1:10 pm-
1:30 pm

FAMILY CONFERENCE LUNCHEON

Location: Peabody Campus Quad

Attendees: ~800 Call Time: 12:30

OPEN PRESS

Format:

Chancellor Joe Wyatt will give welcoming remarks and intro. Dean James Pelligrino.

Dean James Pellegrino gives brief remarks and presents the Distinguished Alumna Award to **Mrs. Gore**.

Mrs. Gore gives brief remarks and departs with the **Vice President**.

1:35 pm

DEPART LUNCHEON

(b)(6), (b)(7)c, (b)(7)e, (b)(7)f

1:40 pm

ARRIVE SOCIAL RELIGIOUS ROTUNDA

1:45 pm-
2:00 pm

HOLD
SR 302

2:00 pm-
3:15 pm

POLICY SESSION WITH REMOTE SITES

Social-Religious Rotunda, Peabody Campus

Attendees: ~200 Call Time: 2:00

Contact: Nancy Hoit, Susan Liss

OPEN PRESS

Format:

--The Vice President will speak from behind a podium and speak interactively with teachers and students at **Clear View Charter School**, Chula Vista, CA, **Anderson School/Family Resource Center**, Minneapolis, MN, **Christopher Columbus School**, Union City, NJ, **Jumpstart School**, Boston, MA.

--The Vice President will complete the program and depart.

Note: During this time, Mrs. Gore is participating in three workshops.

3:20 pm **DEPART SOCIAL-RELIGIOUS ROTUNDA**
En Route: Langford Auditorium
Drive Time: 0:5:00

(b)(6), (b)(7)c, (b)(7)e, (b)(7)f

3:25 pm **ARRIVE LANGFORD AUDITORIUM**

3:30 pm **HOLD**

3:45 pm- **REPORT FROM THE WORKSHOPS TO THE VICE PRESIDENT**
4:30 pm Location: Langford Auditorium
Attendees: ~800 Call Time: 3:30 pm
Contact: Nancy Hoit, Susan Liss
OPEN PRESS

Format:

--The Vice President and Mrs. Gore sit on stage with workshop participants.

4:30 pm- **CHALLENGE FROM THE VICE PRESIDENT**
5:00 pm Langford Auditorium
Attendees: ~800 Call Time: 3:30 pm
Contact: Nancy Hoit, Susan Liss
OPEN PRESS

Format:

The Vice President will walk to the center of the stage and conclude the conference.

5:05 pm

HOLD

5:10 pm

VIDEOTAPING

5:25 pm

Location: Vanderbilt Medical School

Contact: Roger Salazar

5:25 pm

PHOTO-OPS

5:35 pm

Location: Vanderbilt Medical School

Contact: Alberta Winkler

5:35 pm

DINNER IN HOLD

5:55 pm

6:00 pm

PRESS TIME

6:25 pm

Location: Langford Auditorium

Contact: Ginny Terzano

Note: Mrs. Gore will depart separately and remain in Nashville.

6:30 pm

MOTORCADE DEPARTS

En Route: Vanderbilt University Club

Drive time: 5 minutes

(b)(6), (b)(7)c, (b)(7)e, (b)(7)f

6:35 pm

MOTORCADE ARRIVES

6:40 pm

HOLD

6:45 pm-

REMARKS AT THE CLIMATE CHANGE WORKSHOP

7:15 pm

Location: Vanderbilt University Club

Attendees: ~200 guests

Call Time: 6:00 pm

Contact:
OPEN PRESS

Format:

--Chancellor Joe Wyatt proceeds to stage.

--Chancellor Wyatt gives brief remarks and introduces the **Vice President.**

Note: **The Vice President** will hold off stage until introduced.

--**The Vice President** will deliver remarks, work a ropeline and depart.

7:20 pm

MOTORCADE DEPARTS VANDERBILT UNIVERSITY

En Route: Nashville Airport

Drive Time: 0:20:00

(b)(6), (b)(7)c, (b)(7)e, (b)(7)f

7:40 pm

MOTORCADE ARRIVES NASHVILLE AIRPORT

7:50 pm

AIR FORCE II DEPARTS

En Route: Andrews Air Force Base

Flight Time: 1:25:00 (+1 hour)

AFII Manifest

The Vice President

Caren Solomon

Heather Marabeti

Ginny Terzano

Mike Feldman

Charles Burson

Susan Liss

Maurice Daniel

Phil Humnicky

Calle Shell

Trooper Sanders
Bonnie Houchen
Don Gips
Jim Kohlenberger
John Schnur, Education
Mayor Bill Campbell, City of Atlanta
Steve Kwast
John Chitwood
Bill Althoff, Steward
3 WHCA

(b)(7)e

10:15 pm

AIR FORCE II ARRIVES ANDREWS AIR FORCE BASE

10:25 pm

MARINE II DEPARTS

En Route: NAVOBS

Flight Time: 10 minutes

Marine II Manifest

The Vice President

Caren Solomon

Heather Marabeti

Maj. Houchen

(b)(7)e

10:35 pm

MARINE II ARRIVES NAVOBS

10:35 pm

DEPART LZ

En Route: Residence

Drive Time: 0:5:00

10:40 pm

ARRIVE RESIDENCE

**AGJ RON
MEG RON**

**NAVOBS
Nashville, TN**

conference agenda

June 25, 1997 | Vanderbilt University | Nashville, Tennessee

A conference sponsored by The University of Minnesota Children, Youth and Family Consortium and The Child and Family Policy Center at the Vanderbilt Institute for Public Policy Studies, and hosted by the Select Committee on Children and Youth of the Tennessee General Assembly.

OPENING SESSION | LANGFORD AUDITORIUM

8:30 - 8:40 a.m.

Welcome

Joe Wyatt, Chancellor of
Vanderbilt University

Martha Farrell Erickson, Director of the
Children, Youth & Family Consortium,
University of Minnesota and co-sponsor of
Family Re-Union 6

Bill Purcell, Director of the Child & Family
Policy Center, Vanderbilt University Institute
for Public Policy Studies and co-sponsor of
Family Re-Union 6

8:40 - 8:50 a.m.

"I'll Tell You the Rest Tomorrow"

UCLA School of Communication Film

Introduction by Vice President Al Gore

A video collage containing images of family
involvement in learning from TV and films.
assembled by Jeffrey Cole, Director, UCLA
Center for Communication Policy.

8:50 - 9:50 a.m.

Forum: "Storytellers"

The Vice President leads a forum discussion
of compelling stories of intergenerational
learning. Six participants discuss how their
lives were shaped by their family
experiences.

- 9:50 - 10:30 a.m. Vice President's Address**
and demonstration of new technology
- 10:30 - 10:55 a.m. "Lessons from the Ones We Love"**
A Boston University Film, Introduction by Tipper Gore
- Interviews are conducted with individual children discussing their families' roles in their learning process.
- 11 a.m. - 12 p.m. Forum Discussion with President Clinton and Vice President Gore**
The discussion will address the following question: What are some of the strategies used to actively involve families in children's learning?
- 12 - 12:30 p.m. The President's Address**
- 12:50 - 1:50 p.m. LUNCH | PEABODY CAMPUS — MAGNOLIA LAWN**
Remarks by Tipper Gore

SECOND SESSION | PEABODY COLLEGE CAMPUS

- 2 - 3:15 p.m. Vice President's Conversation with Remote Sites**
(Rotunda, Social Religious Bldg. — Peabody Campus)
The Vice President, with an audience of policy leaders, hosts a discussion with four live interactive remote sites. These sites are examples of creative involvement of families in early childhood learning, using technology to link families and schools, training and involvement of parents and teachers, services linking to schooling, and new approaches to teaching and learning. Remote sites are in Boston, Chula Vista, Calif., Minneapolis, MN and Union City, N.J.
- 2 - 3:15 p.m. Workshops**
Audience attends workshops in four clusters. These workshops are concurrent with the Policy Session in the Rotunda led by the Vice President.
1. How Very Young Children Learn: Helping Children Reach Their Full Potential
Location: MRL Bldg., Room 241
Session Leader: Dr. Stanley Greenspan, George Washington Medical School
Program: Migrant Head Start
 2. Family Literacy and Preparation for Early Learning
Location: Social Religious Bldg., Room 122
Session Leader: Terry Peterson, U.S. Department of Education
Programs: Partnership for Family Involvement

3. **Preparing Children for School and Parents for Work**
 Location: Social Religious Bldg., Room 121
 Session Leader: Myron Ogglesby-Pitts, Hull-Jackson Magnet School
 Programs: Caldwell Early Learning Center, Atlanta Head Start
4. **Reaching Out to Parents from the Start**
 Location: Social Religious Bldg., Lobby
 Session Leader: Dr. Martha Farrell Erickson, University of Minnesota
 Programs: Maternal Infant Outreach Worker's Project and Minnesota's Early Childhood Initiative
5. **Schools Working with Families**
 Location: Hill Bldg., Room 75
 Session Leader: Don Davis, Center for Responsive Education
 Programs: California's Vaughn New Century Learning Center, Tennessee's Family Resource Centers, Baltimore's Parent Academy
6. **Extended Day Learning and One-Stop Services for Families**
 Location: Mayborn Bldg., Room 205
 Session Leader: Bill Milliken, Communities in Schools
 Programs: Cason Lane Academy, Tennessee; Schools for Extended Learning, Minneapolis, MN; Washington Heights, NY
7. **The Workplace Supporting School/ Family Partnerships**
 Location: Mayborn Bldg., Room 204
 Session Leader: Faith Wohl, Office of Workplace Initiatives, U.S. General Services Administration
 Companies: John Hancock, Mattel, Hemmings Motor News, Work Family Directions
8. **Creating Active School, Family and Community Partnerships**
 Location: Payne Bldg., Room 110
 Session Leader: Joyce Milliken, Johns Hopkins University
 Programs: National Network Partnership 2000 and O'Hearn School, Boston
9. **The DASHBOARD: A New Gateway and Navigator for Families**
 Location: Social Religious Bldg., Room 201
 John Doerr, Kleiner, Perkins Caufield & Byers (KPCB)
 Programs: Spectrum Holobyte WebTV, Marimba, Four 11
10. **Linking Home and School Through Technology**
 Location: Social Religious Bldg., Room 223
 Session Leader: Jerold Bauch, Peabody College
 Programs: Eisenhower School, New Jersey, Family Education Network, CAST
11. **Building Networks of Learning for Families, Educators and Students**
 Location: Social Religious Bldg., Room 130
 Session Leader: Larry Kirkman, Benton Foundation
 Programs: Learning Technology Center at Peabody College, NETschools
12. **Adapting to Differing Learning Styles**
 Location: Social Religious Bldg., Room 102
 Session Leader: Howard Gardner, Harvard University
 Programs: Cab Calloway School, Delaware; Washington High School
13. **Strategies That Involve Families in Schools**
 Location: Social Religious Bldg., Room 132
 Session Leader: James Comer, Yale Study Center
 Programs: Bowling Park Elementary School, Virginia; Parent Academy, Baltimore, MD; National Council of Jewish Women Parent Involvement Project

14. **Gaining Control of the Dollars**
Location: Social Religious Bldg., Room 100
Session Leader: Gaynor McGown, NYC Partnership
Programs: Coopers & Lybrand and Cross Cities
15. **What Can Families Do to Become Real Partners in Education?**
Location: Payne Bldg., Room 111
Lawrence Steinberg, Temple University
Programs: National PTA, National Center for Parents in Education, Parents for Public Schools
14. **What Can Teachers and Principals Do to Create Family Friendly Schools?**
Location: Social Religious Bldg., Room 101
Session Leader: Peter Cookson, Jr., Ph.D., Columbia University
Programs: Center for Educational Outreach and Innovation at Teachers College at Columbia University
15. **Taking Family Involvement to Scale: Changing Whole Districts**
Location: Payne Bldg., Room 105
Session Leader: Linda Darling Hammond, Ph.D., Teachers College at Columbia University
Programs: San Antonio Public Schools

THIRD SESSION I LANGFORD AUDITORIUM

3:30 - 4:15 p.m.

Report from the Workshops to the Vice President

The leaders of each workshop gather with the Vice President to relay the major ideas and suggestions for action.

Stanley Greenspan, M.D.
Terry Peterson
Myron Ogglesby-Pitts
Marti Erickson, Ph.D.
Barbara Clinton
Don Davies, Ph.D.
William Milliken
Alfred Ramirez
Gerry House, Ph.D.

John Doerr
Jerold Bauch, Ph.D.
Larry Kirkman
Howard Gardner, Ph.D.
James Comer
Gaynor McGown
Laurence Steinberg, Ph.D.
Peter Cookson, Jr., Ph.D.
Linda Darling-Hammond, Ph.D.

4:15 - 4:30 p.m.

Response and Challenge from the Vice President

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. schedule	Schedule for Vice President Gore, Wednesday, June 25, 1997 [partial] (7 pages)	06/25/1997	b(7)(C), b(7)(E), b(7)(F), b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
William Kincaid
OA/Box Number: 11095

FOLDER TITLE:

Family Conference [2]

2017-0692-S
jn100

RESTRICTION CODES

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

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

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

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

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

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

SCHEDULE FOR VICE PRESIDENT GORE
WEDNESDAY, JUNE 25, 1997
DRAFT 10

SCHEDULER: STEVE ADAMSKE
WORK PHONE: 202-395-1750
HOME PHONE: 202-232-8452
WHCA PAGER: #4140

NASHVILLE, TN--WASHINGTON, DC

RON: Renaissance Nashville Hotel
615-251-3271
615-251-3290 (fax)
Room: 2204

Staff Note: Baggage call will be at 6:30 am in outside your doors or in room 2204.

Note: The President is scheduled to arrive Vanderbilt University at 10:40 am.

6:35 am **DEPART HOTEL**
En Route: Langford Auditorium
Drive Time: :10:00

[002]

(b)(6), (b)(7)c, (b)(7)e, (b)(7)f

6:45 am **ARRIVE LANGFORD AUDITORIUM**

Staff Note: The Staff Hold is on the Second Floor.

6:45 am **BRIEFING FOR MORNING INTERVIEWS**
6:55 am Location: Room 203-A
 Contact: Ginny Terzano

6:55 am **PROCEED TO STAGE AREA**

7:00 am-
7:40 am

MORNING SHOW INTERVIEWS

Langford Auditorium
Contact: Ginny Terzano

Format:

--**The Vice President and Mrs. Gore** will do three network interviews consecutively.

--**The Vice President and Mrs. Gore** will remain on stage while the networks change their cameras, etc.

7:40 am-
8:25 am

HOLD

8:30 am-
8:50 am

WELCOMING REMARKS

Location: Langford Auditorium, Vanderbilt Medical School
Contact: Nancy Hoit, Susan Liss
Attendees: ~800 Call Time: 8:30 am

OPEN PRESS

Format:

--Chancellor Joe Wyatt, Vanderbilt University, will give welcoming remarks and intro Marti Erickson, Exec. Dir. - Children, Youth & Family Consortium, University of Minnesota.

--Marti Erickson will give brief remarks and intro. Bill Purcell, Director, Child and family Policy Center, Vanderbilt University.

--Bill Purcell gives brief welcoming remarks and intro. the **Vice President and Mrs. Gore** onto stage.

--**The Vice President** gives welcoming remarks and introduces a UCLA School of Communications film collage: "I'll Tell You the Rest Tomorrow."

--**The Vice President** will take a seat in the front row next to Mrs. Gore to watch the video.

8:50 am-
9:50 am

FORUM: "STORY TELLERS"

Location: Langford Auditorium
Attendees: ~800 Call Time: 8:30
Contact: Nancy Hoit, Susan Liss
OPEN PRESS

Format:

--**The Vice President** walks up from the front row and takes his seat on stage.

--**The Vice President** leads and moderates the Story Tellers forum.

9:50 am-
10:20 am

THE VICE PRESIDENT'S ADDRESS

Langford Auditorium

Attendees: ~800 Call Time: 8:30 am

OPEN PRESS

Format:

--The Vice President will deliver his address from the podium.

10:20 am
10:40 am

DEMONSTRATION OF NEW TECHNOLOGY

Langford Auditorium

Attendees: ~800 Call Time: 8:30 am

OPEN PRESS

Format:

--The Vice President will demonstrate new technology.

--At the conclusion of the demonstration, the **Vice President** will introduce **Mrs. Gore** onto stage.

--**The Vice President** will exit stage to hold/greet/brief the President in hold.

Note: The President is scheduled to arrive Vanderbilt university at 10:40 am.

10:40 am
10:55 am

BRIEFING FOR THE PRESIDENT

The President's Hold

Contact: Nancy Hoit, Susan Liss

10:55 am

PROCEED TO BACKSTAGE AREA

Note: You and The President will hold for announcement.

11:00 am-
12:00 pm

DISCUSSION / FORUM WITH THE PRESIDENT

Langford Auditorium

Attendees: ~800 Call Time: 8:30 am

Contact: Nancy Hoit, Susan Liss

OPEN PRESS

Format:

--Mrs. Gore will introduce **the President and Vice President** onto stage.

--Mrs. Gore will take her seat in the front row.

--The President and Vice President will lead and moderate the discussion.

--The Vice President will conclude the forum with the introduction of the President.

12:00 pm-
12:40 pm

PRESIDENT CLINTON ADDRESS

Langford Auditorium

Attendees: ~800 Call Time: 8:30 am

Contact: Nancy Hoit, Susan Liss

OPEN PRESS

Format:

--The President will deliver his address.

--The President, Vice President and Mrs. Gore will work a ropeline and depart the auditorium.

--The President will depart Vanderbilt en route Nashville Airport.

12:40 pm

HOLD/LUNCH

Note: You and Mrs. Gore will eat lunch in hold rather than at the luncheon.

1:05 PM

DEPART FOR LUNCHEON

En Route:

Drive Time: :5:00

(b)(6), (b)(7)c, (b)(7)e, (b)(7)f

1:10 pm-
1:30 pm

FAMILY CONFERENCE LUNCHEON

Location: Peabody Campus Quad

Attendees: ~800 Call Time: 12:30

OPEN PRESS

Format:

Chancellor Joe Wyatt will give welcoming remarks and intro. Dean James Pelligrino.

Dean James Pellegrino gives brief remarks and presents the Distinguished Alumna Award to **Mrs. Gore**.

Mrs. Gore gives brief remarks and departs with the **Vice President**.

1:35 pm

DEPART LUNCHEON

(b)(6), (b)(7)c, (b)(7)e, (b)(7)f

1:40 pm

ARRIVE SOCIAL RELIGIOUS ROTUNDA

1:45 pm-
2:00 pm

HOLD

SR 302

2:00 pm-
3:15 pm

POLICY SESSION WITH REMOTE SITES

Social-Religious Rotunda, Peabody Campus

Attendees: ~200 Call Time: 2:00

Contact: Nancy Hoit, Susan Liss

OPEN PRESS

Format:

--**The Vice President** will speak from behind a podium and speak interactively with teachers and students at **Clear View Charter School**, Chula Vista, CA, **Anderson School/Family Resource Center**,

Minneapolis, MN, **Christopher Columbus School**, Union City, NJ,
Jumpstart School, Boston, MA.

--**The Vice President** will complete the program and depart.

Note: During this time, Mrs. Gore is participating in three workshops.

3:20 pm **DEPART SOCIAL-RELIGIOUS ROTUNDA**
En Route: Langford Auditorium
Drive Time: 0:5:00

(b)(6), (b)(7)c, (b)(7)e, (b)(7)f

3:25 pm **ARRIVE LANGFORD AUDITORIUM**

3:30 pm **HOLD**

3:45 pm- **REPORT FROM THE WORKSHOPS TO THE VICE PRESIDENT**
4:30 pm Location: Langford Auditorium
Attendees: ~800 Call Time: 3:30 pm
Contact: Nancy Hoit, Susan Liss
OPEN PRESS

Format:

--**The Vice President and Mrs. Gore** sit on stage with workshop participants.

4:30 pm- **CHALLENGE FROM THE VICE PRESIDENT**
5:00 pm Langford Auditorium
Attendees: ~800 Call Time: 3:30 pm
Contact: Nancy Hoit, Susan Liss
OPEN PRESS

Format:

The Vice President will walk to the center of the stage and conclude the conference.

5:05 pm **HOLD**

5:10 pm **VIDEOTAPING**

5:25 pm Location: Vanderbilt Medical School
Contact: Roger Salazar

5:25 pm **PHOTO-OPS**

5:35 pm Location: Vanderbilt Medical School
Contact: Alberta Winkler

5:35 pm **DINNER IN HOLD**

5:55 pm

6:00 pm **PRESS TIME**

6:25 pm Location: Langford Auditorium
Contact: Ginny Terzano

Note: Mrs. Gore will depart separately and remain in Nashville.

6:30 pm **MOTORCADE DEPARTS**

En Route: Vanderbilt University Club
Drive time: 5 minutes

(b)(6), (b)(7)c, (b)(7)e, (b)(7)f

6:35 pm **MOTORCADE ARRIVES**

6:40 pm **HOLD**

6:45 pm- **REMARKS AT THE CLIMATE CHANGE WORKSHOP**

7:15 pm Location: Vanderbilt University Club
Attendees: ~200 guests Call Time: 6:00 pm
Contact:
OPEN PRESS

Format:

--Chancellor Joe Wyatt and Dr. Jack Gibbons will proceed to stage.

--Chancellor Wyatt will give brief remarks and introduce he **Vice President.**

Note: **The Vice President** will hold off stage until introduced.

--**The Vice President** will deliver remarks, work a ropeline and depart.

7:20 pm

MOTORCADE DEPARTS VANDERBILT UNIVERSITY

En Route: Nashville Airport

Drive Time: 0:20:00

(b)(6), (b)(7)c, (b)(7)e, (b)(7)f

7:40 pm

MOTORCADE ARRIVES NASHVILLE AIRPORT

7:50 pm

AIR FORCE II DEPARTS

En Route: Andrews Air Force Base

Flight Time: 1:25:00 (+1 hour)

AFII Manifest

The Vice President

Caren Solomon

Heather Marabeti

Ginny Terzano

Mike Feldman

Charles Burson

Susan Liss

Maurice Daniel

Phil Humnicky

Calle Shell

Trooper Sanders

Bonnie Houchen

Don Gips

Jim Kohlenberger

John Schnur, Education

Mayor Bill Campbell, City of Atlanta
Steve Kwast
John Chitwood
Bill Althoff, Steward
3 WHCA

(b)(7)e

10:15 pm

AIR FORCE II ARRIVES ANDREWS AIR FORCE BASE

10:25 pm

MARINE II DEPARTS

En Route: NAVOBS

Flight Time: 10 minutes

Marine II Manifest

The Vice President

Caren Solomon

Heather Marabeti

Maj. Houchen

(b)(7)e

10:35 pm

MARINE II ARRIVES NAVOBS

10:35 pm

DEPART LZ

En Route: Residence

Drive Time: 0:5:00

10:40 pm

ARRIVE RESIDENCE

**AGJ RON
MEG RON**

**NAVOBS
Nashville, TN**

FAMILY CONFERENCE

Vice President's Announcements

- Findings from Parent Survey sponsored by Education Department/Family Involvement Partnership/GTE Survey
- New Partnership to train teachers on parent involvement; fall teleconference as kick-off event
- School reform fund for high performance schools
- Electronic dashboard -- school homepage

start up speed up/winner

Prologues -
Privacy -
latest software

fall teleconference
re: using new technology

Possible Presidential Announcements

- Release of "Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years"
 - to be linked in speech to comments about higher education tax package currently before the Congress (specific comments to be determined)
- Release of ED book on School-Parent compacts
 - to be linked in speech to challenges to parents and schools
- Something on After-School Programs, tied to Juvenile Crime Bill

Copy copy up to

check all
has

Marker School
double funding

→

Draft

Challenges to Parents and Schools

I challenge parents and teachers across this country to take responsibility and be clear about how can work as partners to support a student's learning at school and at home. To do this, I challenge every school, teacher, and parent to sign a written compact outlining the responsibilities and expectations for teachers and parents

Moreover, I challenge teachers and schools:

To get serious about setting high standards in the basic skills: Hold their students and the school to challenging academic standards, and to communicate clearly to parents what their children are expected to learn and be able to do in the core academic areas at each grade level

- Every school district and school should hold their students to high national standards in the basic skills of 4th grade reading and 8th grade math, and measure progress by using President's national test

To make high standards real for students and parents every day: Provide examples of student work meeting high standards so that parents can understand the level of work expected from their children. Help students learn what good work looks like.

To show parents that education dollars get to the classroom: Provide clear information on how dollars are spent in their school and district so that parents and taxpayers know how resources are being allocated

To make the school family friendly: Set aside time before and after school for teacher-parent conferences to make it easier for working parents to get to school, and to take advantage of new technologies to communicate with parents, and provide teachers and parents the training they need to fully take advantage of these new technologies. Help parents get involved in decisions about the school's academic program.

I challenge parents to:

Insist that your school sets/uses high standards: ask school district to participate in national tests, so that you can tell if your child meets national standards in reading and math; hold their schools to high standards, asking for kinds of information described above, and making good use of it.

Make sure your child learns that effort and hard work, more than ability or luck, leads to academic success: Have high expectations for your child. Never say to your child that their teachers and schools are expecting too much.

Get and remain involved in your child's school, from kindergarten through high school

graduation: stay in regular contact with your child's teacher; volunteer in school when possible; participate in the school's decision-making process

Be involved with your children: Take the time to talk with them regularly; read together; use TV wisely; know where your children are, especially teens; talk directly to them about the values you want them to have, and about the dangers of drugs, alcohol and tobacco.

Challenges to Parents and Schools Talking Points for the President

I challenge parents and teachers across this country to take responsibility and be clear about how can work as partners to support a student's learning at school and at home. To do this, I challenge every principal, teacher, and parent to sign a written compact outlining their responsibilities and expectations for helping every child learn to high standards.

Moreover, I challenge teachers and schools:

To get serious about setting high standards in the basics: Every school district and school should hold their students to high national standards in the basic skills of 4th grade reading and 8th grade math, and measure progress toward meeting these standards through national tests to be available in Spring 1999.

To make high standards real for students and parents every day: Schools must communicate clearly to parents what their children are expected to learn and be able to do in the core academic areas at each grade level, and also let parents know how they will prepare every student to meet these expectations.. Schools should provide examples of student work that meets high standards so that parents can understand the level of work expected of their children, and so that students can see clearly what good work looks like. Just as athletes can clearly see what an excellent performance looks like, so should students.

To make the school family friendly: Schools should make it as easy as possible for working parents and teachers to communicate with each other, through steps such as setting aside time before and after school for teacher-parent conferences; holding school-related meetings in the evenings, on weekends, and in locations convenient for parents; taking advantage of new technologies (including the Internet and voice-mail) to communicate with parents, and provide teachers and parents the training they need to fully take advantage of these new technologies.

To give every parent a report card on how well the school is doing: Every school system should provide a report card for each school, so that parents can have the information they need to make informed choices and to help improve their own school. School report cards should tell parents and community members how well the school is doing with respect to academic performance, student attendance, safety, and other important educational objectives.

To show parents and taxpayers that education dollars get to the classroom: We must all work to ensure that, to the maximum extent possible, education dollars flow to the classroom to support teaching and learning, rather than supporting large administrative structures. School systems must examine carefully and provide parents and taxpayers with clear information on how education dollars are being spent.

DRAFT, 6/20

FAMILY INVOLVEMENT IN ELEMENTARY AND MIDDLE SCHOOL PARENT QUESTIONNAIRE

These questions are about the respondent's child's school in the current school year since September 1996.

1. What kind of school does your child attend?

Public: 88.8 %
Private: 10.3 %
Other: 0.9 %

A. Partnership between school and home

2. Some schools try to find out what assistance families might need to be more involved in their children's learning. Has your child's school ever asked you what they could do to help you be more involved?

Yes: 62.9 %
No: 36.4 %
Don't know: 0.6 %

[IF YES]: Did they ask you about this in a formal way, for example in a written request or a survey?

Yes: 73.8 %
No: 25.8 %
Don't know: 0.1 %

3. Does your child's school treat you as an important partner in encouraging your child to learn?

Yes: 88.2 %
No: 11.5 %
Don't know: 0.3 %

4. Would you like to learn more about how to be more involved in your child's learning?

Yes: 79.1 %
No: 20.6 %
Don't know: 0.3 %

5. Do you think your child's teachers could learn more about involving parents in their children's learning?

Yes: 76.6 %
No: 22.4 %
Don't know: 0.9 %

6. In what ways has your child's school encouraged you to be involved this year? For example, how often has the school . . .

a. Invited you to observe classes while in session?

Never: 36.1 %
Once or twice: 29.0 %
Many times: 34.3 %
Don't know: 0.6 %

b. Encouraged you to participate in school committees, councils, and improvement efforts?

Never: 15.6 %
Once or twice: 30.5 %
Many times: 53.9 %

c. Conducted workshops for parents on important topics?

Never: 35.8 %
Once or twice: 34.3 %
Many times: 28.0 %
Don't know: 1.9 %

d. Invited you to volunteer at the school?

Never: 15.3 %
Once or twice: 24.6 %
Many times: 60.1 %

e. Told you about useful community resources to help your child be more successful in school?

Never: 37.7 %
Once or twice: 34.9 %
Many times: 26.2 %
Don't know: 1.2 %

7. Does your child's school make a special effort to involve both mothers and fathers, whether or not they currently live in the same household as their child?

Yes: 61.7 %
No: 30.8 %
Don't know: 7.5 %

8. Does the school . . .

a. Hold meetings on weekends, early mornings, or evenings to make it possible for working parents to attend?

Yes: 77.6 %
No: 19.6 %
Don't know: 2.8 %

[IF NO OR DON'T KNOW] Would you like them to do this?

Yes: 94.6 %
No: 2.7 %
Don't Know: 2.7 %
N/A: 77.6 %

b. Offer after hours call-in times for parents to speak with administrators or counselors?

Yes: 57.3 %
No: 38.3 %
Don't know: 4.4 %

c. Provide a place for parents to meet like a special parent center?

Yes: 27.7 %
No: 67.6 %
Don't know: 4.7 %

d. Provide care for small children during parent-teacher conferences?

Yes: 27.7 %
No: 64.5 %
Don't know: 7.8 %

9. Schools and teachers vary a lot in how much time they devote to discussing the educational progress of students with their parents. How often this year has your child's teacher communicated with you about (his/her) progress?

Never:	5.3 %
Once or twice:	32.4 %
Many times:	62.3 %

10. This year, when your child's teachers called you, was it usually to talk about something positive about your child, something negative, or was it usually to discuss both positive and negative things? (optional response: teachers have not called this year)

Something positive:	31.5 %
Something negative:	7.2 %
Both +/- :	55.5 %
Don't know:	0.6 %
No answer:	5.3 %

11. This year, have your child's teachers suggested specific ways that your child could become a better student?

Yes:	66.0 %
No:	28.7 %
Don't know:	5.3 %

12. Do the teachers generally listen to what you have to say?

Yes:	86.3 %
No:	8.1 %
Don't know:	0.3 %

[IF YES TO ABOVE] Do they follow through if you make requests or recommendations?

Yes:	72.9 %
No:	17.8 %
Don't know:	3.7 %

13. Are the teachers accessible to parents by telephone?

Yes: 85.4 %
No: 8.7 %
Don't know: 0.6 %

14. How often do the teachers give your child's homework assignments that are designed for you to do with your child?

Never: 13.4 %
Once a week or more: 43.3 %
At least once a month
but less than once a week: 23.1 %
Less often than once a month: 19.6 %
Don't know: 0.6 %

15. Do you feel comfortable that, when necessary, you can communicate with your child during the school day?

Yes: 90.0 %
No: 10.0 %

16. Does your child currently attend any after-school programs at (his/her) school?

Yes: 35.2 %
No: 64.8 %

[IF YES TO ABOVE] Is there a fee for participation?

Yes: 51.4 %
No: 48.6 %

[IF NO TO ABOVE] Would you want your child to attend an after-school program if it was free to you?

Yes: 79.4 %
No: 18.1 %
Don't know: 2.5 %

Would you be willing to pay a fee?

Yes:	74.1 %
No:	6.5 %
Don't know:	0.9 %
No answer:	18.1 %

17. Which of the following types of after-school activities would benefit your child? For example, how about . . .

a. Basic skills enrichment and tutoring?

Yes:	59.8 %
No:	21.8 %
Don't know:	0.3 %
No answer:	18.1 %

b. Arts, music, and cultural programs?

Yes:	75.1 %
No:	6.5 %
Don't know:	0.3 %
No answer:	18.1 %

c. Computer technology classes?

Yes:	78.8 %
No:	3.1 %
No answer:	18.1 %

d. Supervised recreational activities?

Yes:	70.4 %
No:	11.5 %
No answer:	18.1 %

e. Community service or volunteer opportunities?

Yes:	68.5 %
No:	13.1 %
Don't know:	0.3 %
No answer:	18.1 %

18. Did your child attend a school-based summer enrichment program last summer?

Yes: 18.1 %
No: 81.9 %

[IF YES TO ABOVE] Was there a fee for participation?

Yes: 55.2 %
No: 44.8 %

[IF NO TO ABOVE] Would you want your child to attend a school-based summer enrichment program if it was free to you?

Yes: 70.1 %
No: 27.7 %
Don't know: 2.2 %

Would you be willing to pay a fee?

Yes: 73.8 %
No: 25.2 %
Don't know: 0.9 %

19. Does your child's school discuss with you a summer reading list for students?

Yes: 49.5 %
No: 48.3 %
Don't know: 2.2 %

B. Parent decisions

20. [IF CHILD ENROLLED IN PUBLIC SCHOOL] In some school districts, parents can choose which public school to send their child to. Did you have a choice of other public schools to send your child to this year?

Yes: 28.3 %
No: 60.4 %
Don't know: 11.2 %

21. Did you have a choice in selecting any of your child's teachers for this year?

Yes: 18.7 %

No: 81.3 %

22. Some schools give parents and parent councils a say in decisions about how the school is run. How much input do parents in your child's school have concerning . . .

a. Discipline and safety policies?

None: 18.4 %

Some--but should have more: 51.4 %

A lot: 26.2 %

Don't know: 4.0 %

b. What subjects are taught?

None: 39.6 %

Some--but should have more: 43.6 %

A lot: 13.4 %

Don't know: 3.4 %

c. The amount of time for each subject?

None: 56.4 %

Some--but should have more: 33.0 %

A lot: 7.2 %

Don't know: 3.4 %

d. How the school budget is spent?

None: 38.3 %

Some--but should have more: 46.4 %

A lot: 10.6 %

Don't know: 4.7 %

e. Teacher hiring and promotion?

None: 66.4 %

Some--but should have more: 24.6 %

A lot: 4.7 %

Don't know: 4.4 %

f. Teacher salaries and working conditions?

None:	67.9 %
Some--but should have more:	24.3 %
A lot:	4.0%
Don't know:	3.7 %

C. Information from the school

23. I have a list of things that schools sometimes tell parents about. How well did your child's school let you know about each thing?

a. How well did they let you know what your child should know and be able to do in each subject this year?

Very well:	53.9 %
Just okay:	29.9 %
Not at all:	16.2 %

[FOR "JUST OKAY" AND "NOT AT ALL"] Would you like to know more about this?

Yes:	93.3 %
No:	6.7 %

b. How well did they provide you with samples of what they consider successful work done by students in your child's grade?

Very well:	37.7 %
Just okay:	27.1 %
Not at all:	35.2 %

c. How well did they let you know about how your child was expected to behave this year?

Very well:	69.2 %
Just okay:	21.8 %
Not at all:	9.0 %

[FOR "JUST OKAY" AND "NOT AT ALL"] Would you like to know more about this?

Yes:	79.9 %
No:	19.2 %
Don't know:	0.9 %

24. Is current information about school activities, or your child's assignments or progress available through the following means:

a. Newsletters?

Yes:	75.7 %
No:	24.0 %
Don't know:	0.3 %

b. Voice mail?

Yes:	20.9 %
No:	75.1 %
Don't know:	4.0 %

c. A web site on the Internet?

Yes:	11.8 %
No:	79.8 %
Don't know:	8.4 %

d. Electronic mail?

Yes:	10.6 %
No:	82.6 %
Don't Know:	6.9 %

e. Community cable television?

Yes:	20.2 %
No:	75.7 %
Don't Know:	4.0 %

f. Telephone calls?

Yes:	70.4 %
No:	29.6 %

[ASK MIDDLE SCHOOL PARENTS QUESTIONS 25 AND 26, ELEMENTARY PARENTS SKIP TO 271]

25. How well does the school provide you with information about the range of different educational options for future high school students?

Very well:	28.9 %
Just okay:	35.2 %
Not at all:	34.6 %
Don't know:	1.2 %
No Answer:	

[FOR "JUST OKAY" AND "NOT AT ALL"] Would you like more information about this? *****

Yes:	85.5 %
No:	14.5 %

26. Did (CHILD'S NAME) have a choice of what courses to take this school year? (yes, no)

Yes:	72.9 %
No:	26.5 %
Don't Know:	0.6 %

D. Commitments to improve students learning

27. Do you want to be more involved at your child's school?

Yes:	72.9 %
No:	26.5 %
Don't Know:	0.6 %

28. At your child's school this year:

a. Did parents and teachers sign an agreement about how they would support learning in the classroom?

Yes:	37.4 %
No:	57.9 %
Don't know:	4.7 %

b. Did parents and teachers sign an agreement about how they would support learning at home?

Yes: 32.4 %
No: 64.5 %
Don't know: 3.1 %

c. Are parents required to sign their children's homework each night?

Yes: 39.9 %
No: 59.8 %
Don't know: 0.3 %

29. About how often do you and your child:

a. Do things together at home?

Every day: 70.4 %
At least once a week: 28.7 %
Less often than once a week: 0.9 %

b. Read together at home?

Every day: 28.3 %
At least once a week: 58.9 %
Less often than once a week: 12.8 %

30. [IF EMPLOYED THIS YEAR] Some employers offer parents flexibility to enable them to be more involved in their children's learning. Does your current employer . . .

a. Provide flexible work hours so you are available to your child before or after school?

Yes: 70.1 %
No: 29.5 %
Don't know: .3 %

Is having this flexibility important to you?

Yes: 95.2 %
No: 1.4 %

b. Allow you to use telephones, cell phones, faxes, or electronic mail at work to communicate with your child's school?

Yes: 88.6 %
No: 10.7 %
Don't know: 0.7 %

Is having this option important to you?

Yes: 95.2 %
No: 4.4 %
Don't know: 0.3 %

c. Provide information about ways to pay for college or other education after high school for your children?

Yes: 29.9 %
No: 68.6 %
Don't know: 1.5 %

Is having this information available at your workplace important to you?

Yes: 79.3 %
No: 19.6 %
Don't know: 1.1 %

d. Provide leave time for you to volunteer at school or to attend school functions or teacher meetings?

Yes: 67.9 %
No: 30.6 %
Don't know: 1.4 %

Is having this opportunity important to you?

Yes: 94.8 %
No: 4.4 %
Don't know: .7 %

At home learning: How can parents encourage their children's learning outside of school? (Percent of parents reporting each activity:)		
	Elementary School Parents	Middle School Parents
Read together at home	Every day 43 1-6 times a week 50 1-3 times a month 7	Every day 12 1-6 times a week 69 1-3 times a month 19
Do things together at home	Every day 71 1-6 times a week 27 1-3 times a month 1	Every day 69 1-6 times a week 30 1-3 times a month 1
Teachers assign homework for parents to do with their children	Never 8 Once a week or more 57 1-3 times a month 17 Less than once a month .. 18	Never 20 Once a week or more 29 1-3 times a month 29 Less than once a month .. 22

Families involved in education: How do parents feel about their involvement in their children's education?		
	Elementary School Parents	Middle School Parents
Parents who want to learn more about how to be involved in their children's learning.	81	77
Parents who want to be more involved at their children's school.	73	73

Information from the school: How are schools communicating with parents? (Percent of parents whose schools use the following ways to exchange information with parents:)		
	Elementary School Parents	Middle School Parents
Newsletter	80	71
Telephone Calls to Parents	71	69
Community Cable Television	20	20
Voicemail	17	26
Web Site	13	11
Electronic Mail	11	11

Information from the school: What are schools telling parents about? (Percent of parents whose schools did 'very well' in sharing:)				
	Elementary School Parents		Middle School Parents	
	(Percent of parents whose schools did 'very well' in sharing:)	(Percent of remaining parents who would like to know more:)	(Percent of parents whose schools did 'very well' in sharing:)	(Percent of remaining parents who would like to know more:)
How students are expected to behave	71	92	67	94
What students should know and be able to do	62		45	
Examples of successful work done by students	44	79	31	80
Information about educational options for future high school students			29	87

Employers' commitments to education: What flexibility do parents value? What flexibility do employers offer?				
	Elementary School Parents		Middle School Parents	
	(Percent of employed parents who value:)	(Percent whose most recent employer offered:)	Percent of employed parents who value:)	(Percent whose most recent employer offered:)
Access to phones, faxes or e-mail to communicate with school	95	86	95	92
Flexible work hours	94	72	96	70
Leave time for parents to volunteer or attend functions at school	94	68	96	68
Information about ways to pay for post-high school education	82	28	76	32

Partnership between school and home:
How often do schools encourage parental involvement?
 (Percent of parents who reported being invited 'many times' to:)

	Elementary School Parents	Middle School Parents
Volunteer at school	66	54
Participate in school committees or councils	61	46
Observe classes in session	41	27
Attend workshops for parents	33	22
Explore useful community resources that help students be successful in school	30	22

Partnership between school and home: How often do schools encourage parental involvement? (Percent of parents who reported being invited once, twice or many times to:)		
	Elementary School Parents	Middle School Parents
Volunteer at school	89	80
Participate in school committees or councils	88	81
Attend workshops for parents	70	54
Observe classes in session	70	56
Explore useful community resources that help students be successful in school	66	56

After-School Activities: What do parents want? (Percent of parents who reported that their child would benefit from:)		
	Elementary School Parents	Middle School Parents
Computer technology classes	96	96
Arts, music and cultural programs	94	89
Supervised recreational activities	86	86
Community service or volunteer opportunities	77	91
Basic skills enrichment or tutoring	72	74

Teachers and Parents: How are teachers reaching out to their students' parents?		
	Elementary School Parents (%)	Middle School Parents (%)
How often during the year did your child's teacher communicate with you about your child's progress?	Never 3 Once or Twice 29 Many Times 69	Never 8 Once or Twice 37 Many Times 56
When you discussed your child this year, was the teacher's feedback usually...	Positive 34 Negative 6 Both Positive and Negative 59	Positive 32 Negative 9 Both Positive and Negative 58
Parents whose teachers offered specific suggestions for improvement	71	69
Parents whose teachers followed through on parent suggestions	77	77
Parents whose teachers were accessible by telephone	88	92
Parents who think their child's teachers could learn more about involving parents in their children's learning.	75	78
Parents and teachers signed an agreement to support in-class learning.	38	37
Parents and teachers signed an agreement to support learning at home.	33	31

**Involving Parents in the Schooling Process:
What are schools doing to bring parents in?**

(Percent of parents reporting that their schools take the following steps to involve parents:)

	Elementary School Parents	Middle School Parents
Ask parents how to encourage involvement	Informally 67 Formally 46	Informally 59 Formally 47
Treat parents as partners in encouraging students to learn	89	87
Try to involve both parents whether or not they live in the same household	62	61
Schedule meetings off of regular business hours	82	73
Offer after hours call-in times	59	56
Provide a place for parents to meet	30	26
Provide child care during parent-teacher conferences	32	23
Enable parents to reach children at school	91	90
Discuss a summer reading list with parents	57	41
Require parents to sign children's homework each night	47	32

Parents speak up: What topics do parents have a say in? (Percent of parents reporting 'some' or 'a lot' of say in the following topics:)		
	Elementary School Parents	Middle School Parents
Choosing what public school a child will attend	33	31
Choosing children's teachers	19	19
Choosing the child's courses		37
Discipline and safety policies	81	74
What subjects are taught	63	50
Time spent on each subject	41	40
School budget allocations	69	55
Teacher hiring and promotion	30	29
Teacher salaries and working conditions	26	31

Beyond the school day and the school year (Percent of all parents who:)		
	Elementary School Parents	Middle School Parents
Have a child in an after-school program	32	39
Pay fees for an after-school program	19	17
Are interested in free after-school programs	77	82
Would pay a fee for an after-school program	73	76
Have a child in a school-based summer program	20	16
Paid for a school-based summer program	10	10
Are interested in a free school-based summer program	69	71
Would pay a fee for a school-based summer program	71	77

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WHAT YOU CAN DO AS A FAMILY MEMBER

Actions that make a difference:

- **Take the time--**those moments talking at evening meals, singing and listening to music together starting in the earliest of years, and visiting the library, museum, or zoo make a difference.
- **Read together.** It's the starting point of all learning. Read with your young children, starting in the earliest of years. Share a good book with your teen. Together, write letters or emails to relatives. Help them get a library card and use it regularly.
- **Use TV wisely.** Limit viewing to less than two hours a school day. Support more education programming on television.
- **Stay in regular contact with your child's teacher.** Encourage your child to take challenging courses at school. Check homework every day.
- **Participate in the life of the school.** Volunteer in school when possible. Participate in the school decision-making process. Help connect community resources to the schools--colleges, cultural and scientific institutions, community based organizations, employers, libraries, etc.
- **Know where your children are, especially your teens.** Encourage them to be involved in sports, arts, academic clubs, and youth and religious groups. Support community efforts to keep children safe and off the streets after hours.
- **Talk directly to your children about the values you want them to have and about the dangers of drugs, alcohol, and tobacco--it could literally save their lives.**
- **Join with your child's teachers and principal to compare your school program against high standards of excellence so your children can reach their full potential.** With other parents, teachers, and the principal develop a report card on how your child's school is progressing. Include standards of excellence raised by the President in his Call to Action. Does your school:
 - Set clear standards of achievement, discipline, and accountability.
 - Welcome parents, provide parent education, and, where appropriate, offer early childhood programs.
 - Make sure there is a talented teacher in every classroom and a Nationally Board Certified Master Teacher in every school.
 - Ensure children reading well and independently by the end of 3rd grade. Will your school participate in the national reading tests at grade 4 in 1999?
 - Prepare middle school students to achieve in math and science by taking algebra and

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even geometry in middle and junior high school. Will your school participate in the national math test in grade 8 in 1999?

- Encourage and offer students in high school a wide range of Advanced Placement courses and "tech-prep" courses of study -- these classes prepare students for college.
- Connect every classroom to the information superhighway.
- Prepare middle school and high school students with the skills and work habits for at least two years of college and make college attendance possible for anyone who applies themselves and makes the grade.
- Provide safe and drug-free schools, including extended learning opportunities that offer reading tutoring and mentoring in math and science, art, music, and supervised recreation, and homework and computer centers.

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WHAT YOU CAN DO AS A SCHOOL ADMINISTRATOR OR TEACHER

- **Avoid jargon.** Speak to parents in clear language. Listen to what parents have to say. Send home materials that are easily readable. Reach out to those families whose first language is not English through translated materials and translators at school meetings.
- **Make the school family-friendly.** Be welcoming to families and reach out to families before problems arise. Be friendly and respectful in all your interactions. Home visits can be helpful. Schedule parent-teacher conferences at convenient times.
- **Encourage parental participation in school improvement efforts, including the setting of standards of excellence.** Offer rigorous courses. Create safe and drug-free learning environments. Make the acquisition of computer skills a priority, and include families in the school decision-making process. Assess how well your school is doing on the following standards of excellence set forth in the President's Call to Action. Does your school:
 - Set clear standards of achievement, discipline, and accountability.
 - Welcome parents, provide parent education, and, where appropriate, offer early childhood programs.
 - Make sure there is a talented teacher in every classroom and a Nationally Board Certified Master Teacher in every school.
 - Ensure children reading well and independently by the end of 3rd grade. Will your school participate in the national reading tests at grade 4 in 1999?
 - Prepare middle school students to achieve in math and science by taking algebra and even geometry in middle and junior high school. Will your school participate in the national math test in grade 8 in 1999?
 - Encourage and offer students in high school a wide range of Advanced Placement courses and "tech-prep" courses of study -- these classes prepare students for college.
 - Connect every classroom to the information superhighway.
 - Prepare middle school and high school students with the skills and work habits for at least two years of college and make college attendance possible for anyone who applies themselves and makes the grade.
 - Provide safe and drug-free schools, including extended learning opportunities that offer reading tutoring and mentoring in math and science, art, music, and supervised recreation, and homework and computer centers.
- **Give teachers the tools to reach out to families.** Provide teachers with the training they need to help teachers understand the benefits of family involvement and show them how to remove barriers to parent involvement.
- **Sponsor safe and drug-free extended learning opportunities.** Help develop and sponsor affordable and quality after-school, weekend and summer learning through community learning centers in the school that include reading tutoring programs, mentoring for middle school students in math and science, computer centers, arts and cultural events, and

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supervised recreational activities in a safe and drug-free environment.

- **Use technology to link parents to the classroom.** Invest in creative new technologies from interactive voice mail systems, to homework hotlines, to take-home computers, to educational CD-ROM programs. Provide teachers with telephones in their classrooms.
- **Encourage communities to join school-family partnerships.** Enlist parents, community residents and law enforcement officials to solve safety and drug use problems. Call on community and religious organizations to help support extended learning opportunities, such as after-school reading tutoring programs or mentoring efforts to prepare children for college and career by stressing the importance of algebra and geometry. Call on businesses to help with internships and work study experiences in their places of employment. Invite colleges, libraries, and museums to join with you to expand learning partnerships in the school and community.
- **Establish reading tutoring programs.** Be part of the *America Reads Challenge* and establish an after-school and summer reading tutoring program so that all children can read independently and well by the end of third grade. Set a literacy goal for your community-- for students to read and write 30 minutes a day, five days a week. Start community learning projects where older students tutor younger students.
- **Provide more education choices for families.** Working with parents and teachers, ask for more personalized education that meet community needs. Charter schools within schools, New American Schools, and magnet schools all offer more choices to families to meet their needs and achieve high standards.

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Mike -

this is additional information - punchier

for ~~more~~ possible use by the POTUS

regarding families + Educators working together.

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There are steps all families can take at home to help improve their children's learning:

- **Read together.** Only 30 minutes a day makes a huge difference (READ*WRITE* NOW! 1995).
- **Use TV wisely.** Academic achievement drops sharply for students who watch more than 10 hours a week, or an average of 2 hours a day (U.S. Department of Education 1987).
- **Establish a daily family routine.** A national survey of children highlights the importance of families eating dinner together and spending time discussing events of the day (Mass Mutual June 1994); other studies show the academic benefits (*Teacher Magazine* February 1995).
- **Stay in regular contact with your child's teacher and schedule daily homework times.** Establishing a routine at home that includes time for homework is important to students succeeding at school (Clark 1988).
- **Monitor out-of-school activities.** High school students involved in organized activities have higher grades, higher educational aspirations, lower delinquency rates, and a greater sense of control over their lives (Medrich & Marzke 1991).
- **Talk with children and teenagers.** It could literally save their lives.
- **Communicate positive values and character traits, such as hard work, and responsibility.** Students with low test scores who spend substantial time on homework get as good grades as students with more ability who do no homework (U.S. Department of Education 1987).

There are things that schools can do to improve family involvement in children's learning:

- **Train teachers to work with parents.** Most states do not require teachers or administrators to engage in much study of family involvement or to develop many skills to promote it in the course of their training (Family Research Project 1995). Both the American Federation of Teachers and the National Education Association are developing inservice training programs to address this problem.
- **Create a welcoming environment.** Often parents have had a bad experience in school themselves or did not attend school in our country and are unfamiliar with our school customs. Signs posted in the front of schools like, "Visitors report to the front office," can be very threatening to some parents.
- **Expand opportunities for contact.** Many schools are beginning to hold morning, evening and weekend meetings and conferences before and after school to accommodate families' work schedules. Some schools are offering conferences at work sites or neutral settings like churches.
- **Extend the learning day.** The National Education Commission on Time and Learning (1994) recently recommended extended-day and extended-year programs to help students learn more. The schools in Murfreesboro, TN, are now open from 6:00 a.m. to 6:00 p.m.,

offering enrichment classes beyond the normal school day.

- **Communicate often and without jargon to parents.** At times, parents feel that educators talk down to them or speak in educational jargon they do not understand, while the majority of teachers feel that parents need to be more engaged in their children's learning (Hart 1994). Reaching families whose first language is not English requires schools to make special accommodations.

Employers can take a complementary role in helping families and schools improve student's learning through family involvement:

- **Create and promote policies that make it possible for employees to be involved such as flextime, work-at-home arrangements, job-sharing, or release time to volunteer.** In a national survey of employers, 92 percent reported a dramatic reduction in both absenteeism and tardiness when employees were given a flextime option. After 3 years, turnover reductions were reported by 2/3 of the employers.
- **Support parent employees through worksite programs such as parenting seminars, newsletters, resource libraries, and worksite PTAs.** A study at John Hancock Financial services found that implementing family-friendly policies resulted in a year's savings of almost \$600,000.
- **Work to improve childcare and schools through internal and community programs such as on-site childcare or satellite schools, child care referral and subsidies, school-employee partnerships and volunteer programs.** The Child Care Action Campaign, a New York-based advocacy group reports that child-care related absences cost employers \$3 billion annually. Across three national surveys, employers reported that recruitment and reduced absenteeism were the two most strongly perceived benefits of company child care initiatives.
- **Work with schools to help better meet the needs of employed parents through volunteer programs, employee-friendly scheduling of school events, translation of parent materials, and sponsoring family resource centers in schools.** A Council on Economic Priorities survey reported that 78% of persons interviewed had switched brands and altered their buying habits because of information on companies' involvement in their community.

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To: Mike Cohen

Date: 6/19

Fax #:

Pages: 6, including this cover sheet.

From: Terry K. Peterson/Lidice Rivas

Subject:

FAX TRANSMISSION
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I understand that the President may be looking for recommendations and information for how families and educators can work together, and announce at the VP's reunion next week.

Attached are ideas for Families and Educators from which you can work from

Subject:

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WHAT YOU CAN DO AS A FAMILY MEMBER

Actions that make a difference:

- **Take the time--those moments talking at evening meals, singing and listening to music together starting in the earliest of years, and visiting the library, museum, or zoo make a difference.**
- **Read together. It's the starting point of all learning. Read with your young children, starting in the earliest of years. Share a good book with your teen. Together, write letters or emails to relatives. Help them get a library card and use it regularly.**
- **Use TV wisely. Limit viewing to less than two hours a school day. Support more education programming on television.**
- **Stay in regular contact with your child's teacher. Encourage your child to take challenging courses at school. Check homework every day.**
- **Participate in the life of the school. Volunteer in school when possible. Participate in the school decision-making process. Help connect community resources to the schools--colleges, cultural and scientific institutions, community based organizations, employers, libraries, etc.**
- **Know where your children are, especially your teens. Encourage them to be involved in sports, arts, academic clubs, and youth and religious groups. Support community efforts to keep children safe and off the streets after hours.**
- **Talk directly to your children about the values you want them to have and about the dangers of drugs, alcohol, and tobacco--it could literally save their lives.**
- **Join with your child's teachers and principal to compare your school program against high standards of excellence so your children can reach their full potential. With other parents, teachers, and the principal develop a report card on how your child's school is progressing. Include standards of excellence raised by the President in his Call to Action. Does your school:**
 - **Set clear standards of achievement, discipline, and accountability.**
 - **Welcome parents, provide parent education, and, where appropriate, offer early childhood programs.**
 - **Make sure there is a talented teacher in every classroom and a Nationally Board Certified Master Teacher in every school.**
 - **Ensure children reading well and independently by the end of 3rd grade. Will your school participate in the national reading tests at grade 4 in 1999?**
 - **Prepare middle school students to achieve in math and science by taking algebra and**

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even geometry in middle and junior high school. Will your school participate in the national math test in grade 8 in 1999?

- Encourage and offer students in high school a wide range of Advanced Placement courses and "tech-prep" courses of study -- these classes prepare students for college.
- Connect every classroom to the information superhighway.
- Prepare middle school and high school students with the skills and work habits for at least two years of college and make college attendance possible for anyone who applies themselves and makes the grade.
- Provide safe and drug-free schools, including extended learning opportunities that offer reading tutoring and mentoring in math and science, art, music, and supervised recreation, and homework and computer centers.

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WHAT YOU CAN DO AS A SCHOOL ADMINISTRATOR OR TEACHER

- **Avoid jargon.** Speak to parents in clear language. Listen to what parents have to say. Send home materials that are easily readable. Reach out to those families whose first language is not English through translated materials and translators at school meetings.
- **Make the school family-friendly.** Be welcoming to families and reach out to families before problems arise. Be friendly and respectful in all your interactions. Home visits can be helpful. Schedule parent-teacher conferences at convenient times.
- **Encourage parental participation in school improvement efforts, including the setting of standards of excellence.** Offer rigorous courses. Create safe and drug-free learning environments. Make the acquisition of computer skills a priority, and include families in the school decision-making process. Assess how well your school is doing on the following standards of excellence set forth in the President's Call to Action. Does your school:
 - Set clear standards of achievement, discipline, and accountability.
 - Welcome parents, provide parent education, and, where appropriate, offer early childhood programs.
 - Make sure there is a talented teacher in every classroom and a Nationally Board Certified Master Teacher in every school.
 - Ensure children reading well and independently by the end of 3rd grade. Will your school participate in the national reading tests at grade 4 in 1999?
 - Prepare middle school students to achieve in math and science by taking algebra and even geometry in middle and junior high school. Will your school participate in the national math test in grade 8 in 1999?
 - Encourage and offer students in high school a wide range of Advanced Placement courses and "tech-prep" courses of study -- these classes prepare students for college.
 - Connect every classroom to the information superhighway.
 - Prepare middle school and high school students with the skills and work habits for at least two years of college and make college attendance possible for anyone who applies themselves and makes the grade.
 - Provide safe and drug-free schools, including extended learning opportunities that offer reading tutoring and mentoring in math and science, art, music, and supervised recreation, and homework and computer centers.
- **Give teachers the tools to reach out to families.** Provide teachers with the training they need to help teachers understand the benefits of family involvement and show them how to remove barriers to parent involvement.
- **Sponsor safe and drug-free extended learning opportunities.** Help develop and sponsor affordable and quality after-school, weekend and summer learning through community learning centers in the school that include reading tutoring programs, mentoring for middle school students in math and science, computer centers, arts and cultural events, and

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supervised recreational activities in a safe and drug-free environment.

- **Use technology to link parents to the classroom.** Invest in creative new technologies from interactive voice mail systems, to homework hotlines, to take-home computers, to educational CD-ROM programs. Provide teachers with telephones in their classrooms.
- **Encourage communities to join school-family partnerships.** Enlist parents, community residents and law enforcement officials to solve safety and drug use problems. Call on community and religious organizations to help support extended learning opportunities, such as after-school reading tutoring programs or mentoring efforts to prepare children for college and career by stressing the importance of algebra and geometry. Call on businesses to help with internships and work study experiences in their places of employment. Invite colleges, libraries, and museums to join with you to expand learning partnerships in the school and community.
- **Establish reading tutoring programs.** Be part of the *America Reads Challenge* and establish an after-school and summer reading tutoring program so that all children can read independently and well by the end of third grade. Set a literacy goal for your community--for students to read and write 30 minutes a day, five days a week. Start community learning projects where older students tutor younger students.
- **Provide more education choices for families.** Working with parents and teachers, ask for more personalized education that meet community needs. Charter schools within schools, New American Schools, and magnet schools all offer more choices to families to meet their needs and achieve high standards.

Draft, 6/16

POSSIBLE FRAMEWORK FOR NEW FUND/ORGANIZATION

Purpose: The purpose of this new fund is to:

- ▶ Provide support to help teachers, parents, communities create a significant number of public schools based on principles for effective, 21st century schooling -- these schools would be in 3 categories: start-up schools, speed-up schools, and turn-around schools. The principles include family involvement in education, willingness to be held to high academic standards, adequate flexibility and teacher training to meet and be held accountable to these standards, effective use of technology, a focus on personalized learning (through technology, close relationships among students, teachers, mentors, parents), schools that are centers of their community, a shared sense of school mission by a strong principal and leadership teams of parents and teachers, and a commitment to help all children -- regardless of background or ability -- reach high standards..
- ▶ Foster national discourse -- and discussions and activities in communities across the nation -- about what kind of schools do families, communities, and the nation need as we enter the 21st century.

What would be available to schools: This fund would provide at least four kinds of support to schools successful in a competitive application process.

- ▶ **Implementation grants for 21st century schools.** \$50,000-\$80,000 grants for schools to implement strong plans for becoming 21st century schools and realizing the principles for good schooling described above.
- ▶ **Smaller planning grants for high-potential school teams not yet ready for implementation.** \$10,000 planning grants for teams still in the initial stages of developing plans for starting up, speeding up, or turning around their school.
- ▶ **Financial support for training tied to high standards, including:**
 - the costs of preparing and certifying one master teacher to be certified by the bipartisan national board for professional teaching standards.
 - world-class leadership institutes for principals and their management teams of teachers, parents, and business leaders.
 - training to use of the new "dashboard" to help teachers and parents communicate better about children and their academic progress.
 - support for financial analysis of how \$ are spent and/or how budget could better support mission of the school.
- ▶ **Telementoring in math, science, and other critical areas.** This would involve employees of high-technology and other companies providing students and their families on-line tutoring.
- ▶ **Other ongoing assistance, information, and networking.** This would include a series of teleconferences, on-line discussions, and a major national conference with the VP and Mrs. Gore as honorary chairs. Schools receiving grants would also be paired with exemplary existing schools that would receive a small amount of financial support to serve as "mentors".

Targeting of funding for maximum impact:

There are several ways funding could be targeted. For example, target:

1) Urban or low-income schools:

- ▶ 1A. 50% -- or some high percentage -- of grants could be reserved for urban schools (and perhaps only in school systems that have agreed to participate in the voluntary national tests, see next section). The advantage of this approach would be targeting funds at what may be the greatest crisis in American education: urban education. And/or...
- ▶ 1B. 50% -- or some high percentage -- of grants could be reserved for schools with more than half high-poverty children. Advantages of this approach include focusing on schools serving the poorest children and leveraging tremendous -- and often untapped -- new flexibility in the use of federal education at these high-poverty schools.

2) Schools in districts agreeing to hold themselves to high standards and undergo serious reforms

- ▶ 2A. All of the grants could be reserved for schools in districts holding themselves to high academic standards. (This could be limited further to districts agreeing to participate in voluntary national tests in reading and math.) Or...
- ▶ 2B. 70% -- or some high percentage -- of grants could be reserved to schools in districts holding themselves to high academic standards and agreeing to undergo a serious instructional and financial audit. (30% would be reserved for schools in less forward-thinking districts) Districts would also be asked to submit a plan for providing the flexibility, support, and accountability needed to enable successful schools. (Because this option would require additional work and commitment on the part of the school district, it would be important to provide adequate incentives for districts to become involved -- i.e., more than one grant to an individual school.)

(One strategy to make this scenario work involves a 2-stage process. In the first stage, grants would pay for districts to undertake these audits and to pay for small planning grants for a significant number of schools in that district. In the second stage, larger implementation grants would go to schools that 1) have strong plans for becoming 21st century schools and, 2) are in districts that have gone through a successful audit showing a clean bill of financial and instructional health, or an audit showing how they will get healthy quickly while providing adequate flexibility and support for their schools applying for grants.).

3) Schools involved in networks and mentoring relationships with like-minded schools. This strategy might leverage change beyond individual schools through a vehicle other than driving change in school districts.

Leveraging other funding: Every school would be asked to show how other resources would be leveraged by these grants. This would include the use of Title I funding, e-rate resources, and - for schools under construction -- an architectural design to support an educational vision supported by capital funding. A criteria for awarding grants would be how well these grants would leverage the effective use of these other resources.

This will help leverage the use of \$10 billion in e-rate resources to be available to schools over the next four years, more than \$30 billion of Title I funding over the next four years, and many more billions of dollars of school construction and renovation funding. It will also create models in how all of these resources can be used well to create high-performing schools.

Selection criteria: Criteria would include:

- 1) A school must be a start-up, speed-up, or turn-around (of a failing) school.
- 2) A school must demonstrate some likelihood of achieving these principles of good schooling: (insert principles)
- 3) A school must have a strong leader and/or leadership team that seems to have the capacity to make the school a success.
- 4) A school must fit into any targeting strategy that is established up front in the fund (see above for options of targeting urban schools, low-income schools, schools taking voluntary national tests, schools in districts willing to undergo serious financial and instructional audits and make needed changes.)
- 5) A school must show how it would leverage other resources, including Title I, e-rate, school construction and renovation capital funding, etc.

A national “community design challenge” and a series of teleconferences to support school planning. A national challenge would be issued to teams of teachers, parents, community, and business leaders (and -- in cases of newly constructed or renovated schools -- architects and architecture students) to design 21st century schools that meet the needs of students, families and achieve principles of good schooling.

A series of approximately six teleconferences would be held next academic year to support the planning efforts of school and community teams taking on this challenge. School teams would be asked to do a certain amount of work leading up to -- and following up on -- each teleconference, and on-line assistance and discussions would also be ongoing. (The first teleconference might focus on standards and student work, profiling student work that meets high standards and preparing school teams to spend the following month examining student work in their own school. The second teleconference might profile a few schools analyzing student work

and developing a mission for their school and prepare school teams to begin to discuss the purpose of schooling in their community and develop or refine a mission for the school. A third teleconference might involve setting goals, a 4th on identifying the right leader and developing the right leadership team, a 5th on developing goals and general accountability plans.)

After several months of planning, teams would be asked to submit school designs and visions. Awards would be given to those with the best designs and with the greatest likelihood of turning these designs into reality. (A second year of teleconferences would help those schools and others focus on the nuts and bolts of curriculum development, teacher training and professional development, technology deployment, development of budgets, school assessments, etc.)

A PBS documentary. The fund would support a high-quality documentary both profiling the efforts of these Americans to create the schools of the future and placing this in context of the history and the future of the American school. Airing in 1999, this documentary would help Americans understand how communities can work together to create and improve their schools. It would also place current discussions about education in context of the contribution made by public education to this country, the current status and of public education, and the best work, and thinking of Americans working to imagine and create the schools of the future.