

**CHARLOTTE T. ISERBYT, 1062 WASHINGTON ST., BATH, ME. 04530
207-442-7899 FAX: 0551**

August 25, 1995

Dear Phyllis: *(Phyllis Schlatky, President, Eagle Forum)*

Hope you managed to stop your pool from overflowing.

Better to write to you re this subject rather than trying to convey my thoughts over the phone, since the subject is a difficult one to sort out.

Good Eagles in various states, some of whom head up the state affiliates, are being caught in a bind regarding whether Eagle Forum should support choice, and thus the tentacles which form a part of it, i.e., charter/contract schools, vouchers, tuition tax credits, etc.

The move towards the global management system is accelerating due to approaching year 2000 and the extremely effective grassroots opposition to anything that remotely resembles loss of sovereignty at the national, state, regional, local, or "private home" level. A loose-knit network, most of whom have faxes, has created an enormous wall in opposition to the goals of the internationalists, whose plan has been in effect since the early nineteen hundreds. We have documented proof now that OBE is communist education based on the 1933 Eight-Year Study drawn up by Progressive Education Association types (PEA was a communist front) who travelled back and forth to the Soviet Union in the thirties. That experiment removed the Carnegie Unit from a controlled group of schools over an eight-year period and then tracked the success of those students who were accepted into colleges which were a part of the project from the beginning. That experiment implemented all the humanistic values changing, cooperative learning elements found in OBE today, including suggestions for NASD-type models of charter schools. The plan is to have one design school in every Congressional school district this year, and to continue on in the future until the country is 100% OBE charter/design team schools. The articles written for Progressive Education Journal during the 8-Year Study reveal even more of the plans which parallel education "reform" today. Taba, Tyler, , Rugg, etc., were involved. (Chris Pipho of Carnegie's unconstitutional Education Commission of the States was an admirer of Tyler and asserts that the Eight-Year Study is the proof that OBE works.) We also have U.S. Department of Education- funded (one 1990 \$4,000,000 project) outlining the work force development and training program going in right now, the bulk of which (100+ pages refer to the Soviet Polytech System). We are swimming in authentic, original documentation over a period of 80 years which proves beyond a doubt that the restructuring going on right now is the United Nations' lifelong learning plan which will control Americans pre-birth through death.

Enough of that. The only reason I even mentioned it all is that **CHOICE/CHARTER AND CONTRACT SCHOOLS/VOUCHERS/TUITION TAX CREDITS, ETC. ARE THE TROJAN HORSE AND ABSOLUTELY ESSENTIAL FOR FULL EMPLOYMENT.**

Once school choice plans, public or private, are in place, the game is over: all American schools, religious or not, will be outcomes-based and hooked into the international **WORK FORCE/HUMAN RESOURCES, NOT EDUCATION, system**. Education will exist for a small, perhaps ten percent, of the population, the elite who are expected who know Shakespeare wrote Hamlet, and who have the proper elitist totalitarian views.

The hoopla re abolishing the U.S. Department of Education is just that: Hoopla!!! The system is in, and has been in for the past ten years. Even if Washington disappears, who cares, as long as there is an office somewhere where data is collected and which keeps tab on state, or regional assessment results. The time to abolish the U.S. Department of Education was when I wrote my book, when Reagan was President. But no one listened. If Ed Curran had been allowed to disband the National Institute of Education (which is where absolutely everything rotten comes from and which is the tie in with the UN: **RESEARCH IS THE NAME OF THE GAME**), we wouldn't even have had to abolish the Department; it might have died on the vine. Bell didn't need Congressional permission to abolish the NIE; he admitted as much when he said all he had to do was sign a piece of paper to get rid of NIE. Instead Reagan allowed Curran to be fired!!

Now to your state affiliates, especially in Washington State. The move to implement choice is not new. Public school choice is the international vehicle to do away with representative form of government through site-based management. I have an old Aspen Institute paper that says site-based management is the intermediate step to public school choice. The NEA and top education change agents, including Denis Doyle, Finn, Bennett, etc., working with Rockefeller, Bloom, Sizer, McGeorge Bundy, etc. support choice/charter schools since they know they (and multinational corporations working with teachers) will then run the schools and won't have to worry about unruly school board members, controversy at budget time and resistance to bond issues. Engler was up to his eyeballs in putting this in when he removed the funding of education from the property tax in Michigan. The goal is to place the funding of education at the state level. Once all public schools have become charter/contract schools, decisions will be made regarding needs of the work force, what charter schools will serve those needs, which children will be selected (quotas due to planned economy which is being put in) and which schools will receive how many \$, how much to spend on each individual child according to his worth, etc.

THE SHOCKER CAME A FEW MONTHS AGO WHEN OUR PEOPLE GOT A HOLD OF THE CHARTER SCHOOL INITIATIVE IN WASHINGTON DRAFTED BY JIM SPADY, A FRIEND OF BARBARA MARX HUBBARD !!!!!, WITH SUPPORTING LETTERS FROM BENNETT, ALEXANDER, ETC., ETC., AND A NOTE FROM THE NEA, WASHINGTON STATE AFFILIATE TO JIM SPADY REGARDING ITS FOUR SCENARIOS FOR WASHINGTON, WHICH ARE ALL CHOICE SCENARIOS. THEN WHAT DO WE FIND? LEGISLATION DRAFTED BY SPADY, WHO BY THE WAY IS

NO RELATION TO BILL, RECOMMENDING A COMPLETE MOVE FROM REPRESENTATIVE GOVERNMENT TO PARTICIPATORY GOVERNMENT, USING COUNCILS, UNELECTED PERSONS, ETC. UNBELIEVEABLE!

Maybe you are not interested in what is going on. I agree it's very complicated; but I have seen it coming for a long time under the guise of decentralization, the New Federalism, Regionalism, etc. When Senator Bradley on "Meet the Press" speaking from Aspen Institute last Sunday basically recommended what the Spady bill recommends for America, I knew we were in very, very big trouble. And then I read an article by George Will just about saying Bradley is the equivalent of George Washington.

Phyllis, do you realize that Gingrich, Toffler, Naisbett, Cetron, Buckminster Fuller, Hubbard, Perlman (Gingrich's education expert whose idols are Skinner, Leontieff and Jay Forrester), do not support our form of government; they think they've got a better idea for all of us? Do you realize that all these people, including the NEA and the multinationals, support **ALL FORMS OF CHOICE?** Are you aware that the Association for Supervision and Curriculum Development, whose former President Gordon Cawelti, recommended in Holland the use of Robert Muller's World Core Curriculum, is a spin-off of the NEA, supports Choice. Educational Leadership, ASCD's publication had an article recommending **PUBLICLY-FUNDED PRIVATE SCHOOLS. THAT IS EXACTLY WHAT WILL HAPPEN WITH CHOICE.**

I am not a Catholic-basher; in fact, I am more a Catholic than a Protestant, and I support almost 100% Catholic tradition and doctrine. For that reason I am appalled at what is going on in the Catholic Church and Phyllis, I know exactly why the Catholic Church supports CHOICE: because the Church in America has gone New Age, and doesn't have any problem with Gaia, OBE, or obscene sex ed, etc. Catholic schools aren't concerned at all over taking federal money since most of them are already doing what the public schools are doing, so what do they have to lose. They've brought Bill Spady into most of the dioceses to train the teachers in OBE.

However, even if the Catholics have no problem, **SHOULD WE SUPPORT A CHANGE IN GOVERNANCE IN EDUCATION AND A TRANSFER OF AUTHORITY TO THE GOVERNMENT IN ORDER TO GET MONEY? THIS IS VERY SERIOUS. IF WE ACCEPT THE LOSS OF THE LAST BASTION OF TRUE REPRESENTATIVE GOVERNMENT, THE LOCALLY-ELECTED SCHOOL BOARD, WE WILL FIND OURSELVES IN OUR COMMUNITIES BEING RUN BY UNELECTED COUNCILS OF APPOINTED (POLITICALLY-CORRECT PEOPLE) REPRESENTING THE CHURCH, HUMAN SERVICES, INDUSTRY, AGENCIES, ETC., ETC. THE GOAL HAS ALWAYS BEEN TO PUT EVERYTHING UNDER THE UMBRELLA OF THE SCHOOL DISTRICT, AND THAT MEANS EVERYTHING!!!! OUR TOWNS, IF WE ACCEPT SITE-BASED MANAGEMENT, WILL FALL INTO THAT ABYSS AS WELL.**

You are too intelligent a person, with an incredible understanding of the Constitution

and how our government works. You make me look like a common fly on the wall. Don't you understand what's happening, how you are being used, Phyllis? Please please think this whole mess over. Consider the impact you could make right now in the State of Washington if your Eagles came out in opposition to choice/charter schools. Other states would follow your lead. You should become informed re what is happening in Washington State re the Spadys and their sick philosophy which seems to have the support of persons in our camp, even George Gilder. Newt Gingrich was never one of us, so his sick philosophy is to be expected.

I am very busy recently with people calling me from all over the country. It's impossible to write a coherent letter to you, but I felt I had to put something in writing. Please do not ask me to put it all into one paragraph. I don't have time for that.

Best,

A handwritten signature in cursive script, appearing to read "Charlotte", with a long horizontal flourish extending to the right above the end of the name.

Charlotte

The Education Excellence Coalition

"Choose Freedom For Better Public Schools"

Local Advisors

Fawn & Jim Spady,
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Washington Institute for
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Republican Party
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Washington Institute for
Policy Studies
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Superintendent, Moses
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Executive Committee,
Libertarian Party of WA
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G.O.P. Activist
Wallace Rudolph, Prof.
of Law, Seattle Univ.
Jim Sawatzki,
Public School Teacher,
Demo. Party Activist
Bob Williams, President,
Evergreen Freedom
Foundation

National Advisors

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The Center For
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(Em), University of CA
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Secretary of Education
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Economics, University
of Rochester
David Kirkpatrick,
Former Pres., PA State
Education Association
Terry Moe, Prof. of
Political Science,
Stanford University
Grover Norquist,
President, Americans
for Tax Reform
Steve Sugarman, Prof.
of Law, Univ. of CA

Dear Friend,

Thank you for your interest in The Education Excellence Initiative. The Education Excellence Initiative would give voters a local option to reform their individual school district by making all public schools "schools of choice" and allowing teachers to create new public schools that are accountable directly to parents. Public funds would follow the children to the public schools their parents choose, bureaucratic waste would be eliminated and education quality would increase as schools finally became truly accountable for their performance.

THE EDUCATION EXCELLENCE INITIATIVE DOES NOT FORCE ANY DISTRICT TO CHANGE

The Education Excellence Initiative gives voters in each district a choice of changing to a "reformed" public school district where parents and teachers have much more choice and freedom. ←

THE EDUCATION EXCELLENCE INITIATIVE PUTS MORE EDUCATION DOLLARS IN THE CLASSROOM

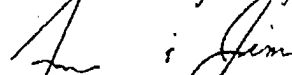
Incredible as it may seem, under the current system only about 60% of the over FOUR BILLION TAX DOLLARS that the People dedicate to public education reaches the classroom! By contrast, in a "reformed district," operating under the optional rules created by the Education Excellence Initiative, 90% of every dollar spent on public education will go to the classroom.

THE EDUCATION EXCELLENCE COALITION

The Education Excellence Coalition is a grass-roots, bi-partisan group made up of thousands of supporters who are committed to acting now to improve our public schools. The Coalition has moved public school choice toward the top of the political agenda in Washington state, and continues to move toward its goal of a state-wide vote on its proposal. The coalition is currently implementing the second phase of its campaign and will soon re-file The Education Excellence Initiative as an Initiative to the People through the Legislature. We will send you the changes to the initiative as soon as they are available. Key changes will include: (A) Non-profit organization will be able to own and set up new independent public schools, and (B) Government-operated schools will not be forced to adopt site-based management.

Help us ~~empower~~ individual parents regardless of income, liberate teachers and put more education dollars in the classroom. Join the Education Excellence Coalition today and choose freedom for better public schools!

Yours Very Truly,


Fawn Eve Spady & Jim Spady
Campaign Co-Chairs

EMPOWER AMERICA

1776 I Street, NW, Suite 890
Washington, DC 20006
(202) 452-8200

June 15, 1995

Mr. Jim Spady
Education Excellence Coalition
4427 Thackeray Place NE
Seattle, WA 98105-6124

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*Currently on inactive status

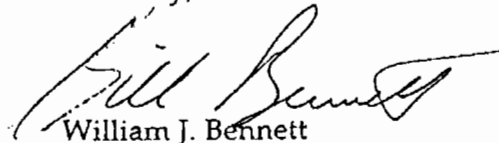
Dear Mr. Spady:

I am writing in support of Initiative 642, the Education Excellence Initiative. Your measure would make significant strides toward improving education through choice, competition, and deregulation -- essential components of any successful reform effort.

The current education system is failing American children. And much of the federal government's involvement in education over the past several decades has been intrusive and misguided. That's why attempts to return control to parents and communities are so important.

American education needs fundamental reform. And it is through reforms like yours, which emphasize the autonomy of parents and communities, and render schools accountable to consumers, which will put our schools back on track.

Sincerely,



William J. Bennett

Come on along!
Alexander
PRESIDENT

June 16, 1995

Fawn and Jim Spady
The Education Excellence Coalition
4427 Hackeray Place N.E.
Seattle, WA 98105-6124

Dear Fawn and Jim,

I'm very impressed by your plan to revolutionize education in the State of Washington. The Education Excellence Initiative that voters in Washington will have the chance to support later this year is exactly the kind of bold change we need in America, and a great example of the kind of initiative that we should be taking at the community and state levels. As a former U.S. Secretary of Education and an ardent proponent of giving parents control over their children's education, I enthusiastically endorse the Initiative.

Because the Initiative links parental choice with local control, it should be well-received by anyone who believes that parents and teachers should be making decisions about education -- not government bureaucrats. If it works as intended -- and I see no reason why it won't -- it should improve the efficiency, performance, teaching, and achievement in Washington's schools. That's no small feat.

I imagine the teachers' unions and the rest of the establishment will fight you, but I'm also certain that many individual teachers and principals will line up to avail themselves of the extraordinary professional opportunities and educational options that the Education Excellence Initiative would confer on them. It is education reform that truly rewards the "consumers," which is exactly the type of reform we need more of.

I wish you the very best.

Sincerely,

Lamar Alexander

Lamar Alexander

Campaign Headquarters
1808 West End Avenue, Suite 600
Nashville, Tennessee 37203
615/327-3350
Fax 615/340-0397

*Paid for by Alexander for President, Inc.
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Finance Office
1808 West End Avenue, Suite 928
Nashville, Tennessee 37203
615/327-3270
Fax 615/327-1480

DOYLE ASSOCIATES

MANAGING EDUCATION CHANGE

110 SUMMERFIELD ROAD - CHEVY CHASE MD 20815 - 301-986-9350 - FAX 301-907-4959

April 5, 1995

Mr. Jim Spady
The Education Excellence Coalition
4427 Thackeray Place NE
Seattle WA 98105-6124

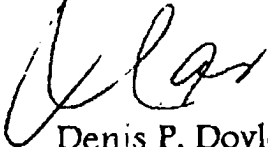
Dear Mr. Spady:

I understand that you are sponsoring an initiative that will transform education in Washington State by breaking up the "exclusive franchise." Freeing teachers and parents from the shackles of mindless bureaucracy is a worthy objective. Indeed, bureaucracy has but one purpose: to institutionalize the suspension of judgment, an idea wholly at odds with anything we know about good education.

Permitting schools to be set up and run by interested parents and teachers is not only good pedagogy, it is old fashioned democracy at work. You may be interested to know that this has been a practice of long standing in Denmark, one of the world's most enlightened democracies. In Denmark, any group of parents with 24 children of school age may establish a school - at public expense - for any reason they think right and proper: religious, pedagogical, or intellectual.

As you know, American education is desperately in need of a "paradigm" shift, but is trapped in paradigm paralysis. It is the genius of our federal system that a single state can break from the pack and establish new ways of doing things that will impact on the nation as a whole. Your initiative is good for Washington and the country at large. You are doing us all a favor.

Good luck and best wishes,



Denis P. Doyle
Doyle Associates

THE Center for Education Reform



1001 Connecticut Avenue, NW
Suite 920 • Washington, DC 20036

Tel 202-822-9000
Fax 202-822-5077

March 16, 1995

President Fawn Spady (206) 789-8776
Education Excellence Coalition
Jeanne Allen 4427 Thackeray Place N.E.
Seattle, WA 98105-6124

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Dear Fawn,

Across the nation, we have witnessed a climate growing more receptive to systemic, substantive, exciting education reform. Whether in legislatures in Connecticut, Texas, Pennsylvania, Ohio, and Illinois or in grass roots movements like the Education Excellence Coalition, control is now being returned to the local level; the real stakeholders, parents and teachers, are on their way to becoming real decision-makers.

Your efforts stand far above other existing reform attempts. The Center for Education Reform applauds your work and will continue to offer any support it can to making Washington school excellence a reality. By empowering the teachers and making schools accountable to parents, the initiative's Public School Partnerships and Independent Public Schools incorporate the most successful aspects of today's school reform efforts.

As a national clearinghouse for innovative reforms, the Center has been building the bridge needed between education policy and practice. By ensuring that ideas critical to the future of education in the United States, like those of the The Education Excellence Initiative, are properly advanced, perceived, and implemented, the Center aims to improve accountability, assessment, and access in our schools and to restore equity and excellence to education.

Sincerely,


Jeanne Allen
President



AMERICANS FOR TAX REFORM

March 13, 1995

Grover G. Norquist
President

Jim & Fawn Spady
The Education Excellence Coalition
4427 Thackeray Place NE
Seattle, WA. 98105-6124
(phone 206-789-8776)

Dear Jim & Fawn,

I have read with great interest I-642, the Education Excellence Initiative, proposed for the Washington State ballot this year. It is a very creative and innovative approach to education reform.

I agree that the three basic principles underlying the Education Initiative are crucial to education reform:

- (1) Parents will usually do a much better job of picking the best school for their children than education bureaucrats;
- (2) Teachers who compete for clients in a free market of true professionals (like doctors and lawyers) will usually do a much better job of spending education dollars than education bureaucrats;
- (3) Deregulation, competition and consumer choice will create the same powerful economic incentives for the "relentless pursuit of excellence" in public education as they provide in the fields of business, law and medicine.

I am happy to lend my support to I-642. Please include me among your enthusiastic supporters.

Sincerely,

Grover G. Norquist
President- Americans for Tax Reform

WASHINGTON CITIZEN

In This Issue

- School Choice
- Family & Community Studies Project
- Community Impact Bulletin

Vol. 7, No. 6, June, 1995

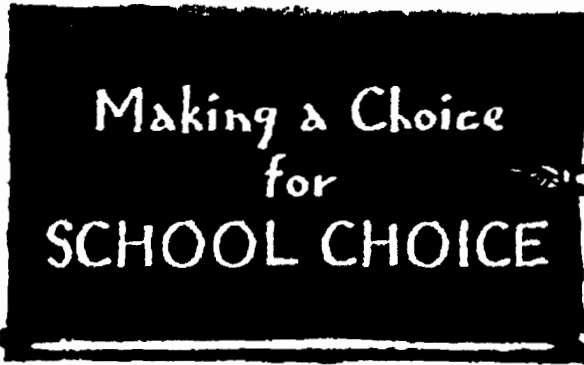
By
Melinda Lincicome

Every day newspaper articles tout the problems in our public schools - overcrowding, falling test scores, higher spending, curriculum controversy, declining respect for teachers. In recent years, however, school choice has been promoted on a limited scale as a reasonable solution for these pervasive problems.

School choice is a proposed system that injects the variety and options of a free market system into the world of public education. Put simply, the theory says that if parents are given a choice of where to send their children to school, then schools will have to compete for the student's tuition money. This competition then brings higher quality and greater efficiency in the provision of educational services. The schools that meet the expectations of parents would thrive and attract more students, while schools that did not provide a high quality education would lose attendees and eventually close.

The main goal of school-choice proponents is to provide a better education to all students; additional benefits include increasing parents' rights in determining their child's educational experience and deregulating the existing school systems. A school-choice system is currently operating in the Milwaukee, Wis., school district, and a school-choice plan is close to passing in Pennsylvania. Washington state currently has its own school-choice plan making its way to the November ballot.

Initiative 642, the Education Excellence Act, is authored by Jim and Fawn Spady, residents



of King County who have two elementary school-age children. They wrote the Initiative because they were frustrated with the education their children were receiving in public schools, and they realized that all families didn't have the opportunity to choose private schooling because of financial limitations.

The Initiative proposes to allow school districts to choose to become reformed public school districts. The change would transfer school management and administration to individual school sites and allow for independent public schools to be formed. If the Initiative passes, a majority vote within a school district would institute a system of school choice among the public schools in that reformed public school district.

In a reformed public school district, all existing public schools would become public school partnerships run by an executive committee consisting of teachers and parents. The executive committee would receive all per-student allotment funding from the school district. (The only money the district would retain would be funds designated for transportation and capital improvements.) This committee would be responsible for day-to-day operation and



Jim and Fawn Spady

WASHINGTON CITIZEN

Jeff Kemp
*Executive Director
Publisher*

Randall W. Hlicks
Associate Director

Gregg Hunter
Editor

Tina Hodgson
Layout/Design

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The Washington Family Council is a non-profit communication, research and education organization working to strengthen the family through informed citizenship and improved public policy. All contributions to the Washington Family Council are tax deductible.

Washington Family Council
PO Box 40584
Bellevue, WA 98015
(206) 562-1435

Continued on Page 2.

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School choice gives parents more influence and control in determining what is included in their child's educational experience.

long-term planning for the school, including hiring and firing of all staff, including a principal.

School districts would provide transportation to schools within the district. Low-income and special-needs students residing in the school district would be guaranteed free transportation to any school they choose to attend within the district. Free transportation could be provided to other students residing in the district to all district schools, or only to schools within a certain geographic proximity.

Under the Education Excellence Act, teachers holding a valid Washington state teacher's certificate could continue to teach at an existing public school partnership, or they could start an independent public school. These teachers would receive the same per-student allotment funding from the district for every student enrolled in their school. An independent public school could consist of one teacher and classroom, or multiple teachers and classes, depending on the interest in such schools.



Parents would have a choice of sending their child to any public school partnership or independent public school in the district. Teachers would have the responsibility and freedom to create schools that they feel meet the needs and desires of parents and students. Excessive bureaucracy at the district and school site levels would be eliminated for efficiency's sake.

Some non-sectarian private schools also would be eligible for receiving public education funding for low-income students enrolled in their schools. However, the Washington State Constitution prohibits public education funds from going to religious or sectarian schools, and the Constitution cannot be amended by an initiative. Therefore, any school choice legislation for this state will necessarily have to exclude religious and sectarian schools.

Low-income students would be especially helped by this initiative because fifteen percent of enrollment slots at all public school partnerships and independent public schools would be reserved for them. Additionally, low-income students would be provided with free transportation to any school within their district. This guarantees them the freedom and opportunity to choose a school outside of the low-income and inner city neighborhoods where schools are typically poorer.

School choice gives parents more influence and control in determining what is included in their child's educational experience. Like consumers to a retailer, parents are in the market for a service and schools will have to compete for their business. The school that offers the "best" combination of academics, extracurricular opportunities, and special programs will earn the right and responsibility of educating children. Because parents will have a say in where their child attends school, Initiative 642 provides a financial incentive for teachers and principals to create a school environment that is attractive to parents and students.

In a letter to the *Seattle Times*, Jim Spady quotes U.W. Professor Paul Hill on the impact of school choice. "[...Schools] of choice become places where parents and teachers are collaborators, bargains among adults and between adults and children are made and kept, effort is rewarded, and actions have consistent consequences. Such environments motivate student effort in the short run. In the longer run, they socialize students into the values

WHAT YOU CAN DO...

Read the text of Initiative 642 for yourself and gather signatures in support of placing it on the ballot. For a copy of Initiative 642 and summary of the measure, contact the Washington Family Council at (206) 562-1435 or the Education Excellence Coalition.

Get informed about the school-choice debate and the improvements school choice will bring to the quality of public education. *Making Schools Work: Improving Performance and Controlling Costs* by Eric Hanushek, *We Must Take Charge: Our Schools and Our Future* by Chester E. Finn, Jr., and *Politics, Markets, and America's Schools* by John Chubb and Terry Moe, are books that describe the theories and potential successes of a school choice system.

Talk to other parents in your church and public schools about the benefits of school choice.

Get involved in your children's education experience by discussing what they learn in school, meeting with their teachers, or even spending time volunteering in your child's classroom and school if such opportunities are available.

Continued on Page 3...

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WASHINGTON CITIZEN/JUNE 1995

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and attitudes required in real adult life." School choice is a program that gives parents greater control and influence in decisions regarding their child's education. While teachers are professionally trained to provide a quality education, it is ultimately the parents' responsibility to assure their child is receiving the education that is best suited for them. Initiative 642 grants teachers a greater degree of autonomy and puts the choice of school and

teacher in the parents' hands. This combination should leave teacher, parents, and students in a position for greatest benefit.

If you'd like more information about Initiative 642, the Education Excellence Act, or about what you can do to assist in getting the Initiative on the ballot, please contact the Education Excellence Coalition at (206) 789-8776.

(206) 789-8776
Education Excellence Coalition
4427 Thackeray PI NE
Seattle, WA 98105-6124

Education Excellence Coalition
 4427 Thackeray Pl NE
 Seattle, WA 98105-6124
 (206) 789-8776

RECEIVED.

JAN - 9 1995

JIM SPADY

COPY

Jim - This is not yet ready to go public. Therefore, consider it embargoed until further notice.

Thanks.

Bruce Colwell

Four Scenarios for the Future of
 Public Education in Seattle

nea

NATIONAL EDUCATION ASSOCIATION

BRUCE COLWELL
 Director for Washington

11108-30th Place, S.W.
 Seattle, Washington 98146
 (206) 241-7286

FOR YOUR INFORMATION

Jim - I, too, enjoyed your discussion. Would like to get you involved.

Report prepared by
Jim Spady
 Global Business Network
 November 1994

SEE PAGE 31
 RE: RECOMMENDATION
 THAT SCHOOL FUNDING SHOULD
 FOLLOW A STUDY TO THE
 SCHOOLS CHOSEN BY THEIR



GLOBAL
 BUSINESS
 NETWORK

SEATTLE
 EDUCATION
 ASSOCIATION

720 Nob Hill Ave. N.
 Seattle, WA 98109
 (206) 283-8443
 FAX: (206) 283-1500



Bruce Colwell
 President

K-12 STRUGGLING

Four Scenarios for the Future of Public Education in Seattle

Seattle is hot. Its K-12 public education system is struggling. At a luncheon for members of Seattle's Consular Corps, the Discovery Institute solicited opinions about Seattle's strengths and weaknesses as a place for doing business. "Most believed that school systems in this area needed basic reform. Potential foreign investors worry that we are not keeping up in terms of education students or the workforce, and that this will limit our otherwise excellent prospects for global competitiveness." (*International Seattle*, p. 18)

If Seattle is to maintain its upward trajectory as a gateway to the Pacific, as a breeding ground of musical trends, as a city to inspire romantic films, as the home of Boeing, Microsoft, the Mariners, the Seahawks, the Sonics, and a source of good coffee, in short, as one of the most attractive and vibrant cities in North America...then its schools must continue to improve. Improving a large and complex school system will take planning.

This report summarizes an innovative approach to strategic planning undertaken by the Seattle Education Association, the Washington Education Association, and the National Education Association with the aid of Global Business Network, a research and consulting company specializing in the development of alternative scenarios for strategic planning.

- *Second*, the predetermined elements bound to show up in most scenarios for the future of Seattle
- *Third*, a discussion of critical uncertainties driving the differences among the scenarios
- *Fourth*, narrative descriptions of four scenarios
- *Fifth*, a brief discussion of the strategic implications of the scenarios—necessarily brief, since this document is not supposed to bring closure to the debate over education in Seattle. It is intended instead to provoke debate

THE CHANGE

The Change

Upper right: rapid change, benign environment

SCENARIO #4
(BEST POSSIBLE)

This scenario represents the combination of rapid educational reform and technological innovation in the context of a benign economy and a healthy city. In short, this scenario represents Seattle's best hope for a future in which urban education is saved from the course it has followed in so many of America's other cities. Can Seattle accomplish what no other city has managed? If not Seattle, where else?

Mayor Norm Rice's comprehensive plan, "Toward a Sustainable Seattle," didn't say all that much about education, so it came as something of a surprise when the city took over the school system in 1995. Superintendent Kendrick's departure created a power vacuum. The search for Kendrick's successor dragged on for months. Deepening divisions in the school board made it impossible for the entire board to agree on any of the candidates for the job. Meanwhile skillful maneuvering in Olympia led to the legislature's delegating the Mayor's office as the final authority for running Seattle's public education system.

By attacking educational reform in the context of a truly comprehensive plan, City Hall was able to enlist strong support for educational reform among many segments of the Seattle community—parents, teachers, administrators, and the business community. Early in 1995 the Mayor appointed a blue ribbon commission including both local and national authorities on education, psychology, and new technologies. With the aid of financial backing from Boeing and the Annenberg and Mott Foundations, Seattle was able to afford one of the strongest and most creative teams of local and national experts ever assembled to think and act on educational reform. John Goodlad brought his national reputation home to Seattle. Paul Hill, head of the Program on Reinventing Education, joined the team, along with George Gilder, author of "The Issaquah Miracle" and nationally known writer on telecommunications, and Lisa Goldman, the 32-year-old director of the Interactive Multimedia Festival.

Goodlad
Hill
Gilder

Once it was clear that Seattle was serious about educational innovation, Seattle's public education system assumed a key role in the mayor's plan for change. Many of the most important meetings took place in school buildings. Schools became the sites for many of the city's new programs in health education, retraining the unemployed, and multimedia entrepreneurship. The debate over the reform of education became a vehicle for the revitalization of democratic government. After all, aside from supermarkets, schools are the best places where people from a neighborhood can meet one another on a regular basis.

Even as a few cynics hung back, claiming that the Mayor had bitten off way more than they could chew, as it turned out there were important synergies in the attempt to change-everything-at-once. It was as if citizens and bureaucrats, teachers and students, parents and politicians all had to accept change as a way of life. With so much changing between 1995 and 1997, there was no place for

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permanence to hide. Even those most resistant to change had to get used to the fact that the question was not whether they would have to **change the ways** they performed their jobs, but how and how fast?

The Ballard shooting in early 1994 reminded many of Seattle's parents that life for their children was less than a bed of roses. After years of relative neglect by parents too anxious about their own uncertain careers, Seattle's children, violence and crime became the focus of intense concern. The kids would become, after all, the occupants of Seattle's future. Today's children would be tomorrow's workers and citizens: the central players in Seattle's comprehensive plan for the future. So debate over the plan put the children front and center in Seattle's dreams for the twenty-first Century.

A Call for Radical Reform

PAUL HILL - U.W.

Paul Hill, a senior social scientist with RAND and a professor at the university of Washington's Institute for Public Policy and Management, is heading the Program on Reinventing Public Education.

I've become convinced that the marginal, inside-the-system changes we've been talking about—decentralization, site-based management—are all much too gentle...They are experimental projects that leave the core of the bureaucratic system intact.

Mr. Hill proposes, for example, that teachers work for individual schools, rather than for a central board. Their unions, he says, could help teachers find suitable spots and would negotiate only certain basic protections, much like the union that represents players in the National Basketball Association.

Education Week, Feb. 16, 1994, p. 5

Reading Seattle's newspapers in the mid-'90s, one couldn't help sensing an extraordinary turn toward the future, evident in the concern for the children, in the debate over the comprehensive plan, and in a focus on information **technology**. More than most cities in the U.S., Seattle seemed poised to lead the way into the information era. With the help of major grants and technology from **Microsoft** and **US West**, Seattle's schools were among the first to take full advantage of linking up to the information superhighway. Every classroom had a telephone line and a modem by 1997—just in time to take advantage of the immense reservoir of educational resources becoming available over the Internet.

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Robert Jacobson, "Connecting the Schools," *The Chronicle of Higher Education*, February 2, 1994, pp. A17-18

The lack of foresight is not just based on ignorance of the future, but on preconceptions about the present. Adults who are not themselves computer literate tend to think that computing is much too difficult for children to master. But advances in graphical user interfaces (GUI) make using computers quite literally as easy as child's play.

Bob and Eileen Wunderlich of Detroit recently bought a second home computer, for their two daughters to have as their own. Charlotte, their 3-year-old, "spends 90 percent of her computing time in Paintbrush, dabbling around, and she really likes her alphabet game," Mr. Wunderlich said. Her big sister, Samantha, who is 6, "is really taken with Dinosaur Adventure; she can sit there for ever," he said.

"Samantha could play for hours," he added, "and I have no problem with that, because you have to think."

Research has found that young children have relatively long attention spans at the computer, "sort of comparable to block play," Professor Gardner said, adding, "Where many children are zombies in front of the television set, the computer engages them."

Joshua Mills, "Computer Age Tots Trading Building Blocks for Software," *New York Times*, February 13, 1994, p. 14

In a 1993 essay entitled "The Issaquah Miracle," George Gilder had told the story of the way students had designed and built a network that had enhanced education in Issaquah. Their network then spread like a Kudzu weed and became by 1997 "The Seattle Surprise." Information technology was not, as some had feared, an impersonal technology that would displace teachers and turn students into solitary nerds. Instead, the new hardware and software made learning easier, faster, and much more fun than it had been for earlier generations of students. "Edutainment" flourished in Seattle, and student test scores gave unimpeachable evidence that fun was not a frivolous distraction but the best of incentives for rapid learning.

ASPECTS OF BEST POSSIBLE PUBLIC SCHOOL SYSTEM

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awareness of what was going on in school, from programs in which kids taught grownups how to navigate the Internet.

- Preschool proved itself in research that showed the lasting advantages gained by children who learn how to learn very early. Seattle became a center of research and development for 0-5 age education.
- At the other end of the age spectrum, adult education thrived on the synergy between increased use of distance learning over the local area network, supplemented by face-to-face learning in all those classes that were now open at night.
- Funding followed students rather than going directly to schools, so different schools competed with one another for students and their funds.
- Now convinced of the importance of education for all citizens, rich and poor, urban and suburban, the electorate repealed 601 and opened the way to greater funding for education.



Accountability was linked to improved assessment tools that gave much more reliable evidence of learning than the old standardized tests. By the late '90s, many educational software programs reflected the influence of Howard Gardner's work on multiple intelligences. Gardner discovered seven distinct types of intelligence—from traditional cognitive skills like mathematics to more artistic and intuitive intelligences—thereby allowing education to change from a single game with a few winners and a lot of losers to at least seven distinct arenas for demonstrating educational excellence. Rather than assessing all students according to a single scale of intelligence, the new assessment tools acknowledged different styles of intelligence, and rewarded more students in the process.

TEACHERS ARE NOT ALL THE SAME

KIDS ARE NOT ALL THE SAME

- Wednesday afternoons drew large parts of the Seattle community into educating its children. Students flock through businesses and go on field trips to link their learning to the real world while their teachers take the half day for their own learning. **Keeping up with new technology is now one of the major challenges for "professional development" which "some call the 'sleeping giant' of education reform."** ("Professional Development Advocated as a Linchpin," *Ed. Week*, May 18, 1994, p. 8).
- The firewall between K-12 and university education came down along with age segregation. Traffic between the University and Seattle's public school system expanded from a sporadic trickle to a daily stream as students and teachers embraced a systemic reform of teacher training and student learning. Not just the School of Education, but also the schools of engineering and medicine made major contributions to the design and implementation of new curricula. The University became less of a research haven and more of a service institution.

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technological change seemed to accelerate the change of both, and the beneficiaries were first and foremost the children, but secondarily, all of society. The social support for learning grew by leaps and bounds once most citizens got involved. Learning wasn't restricted to the intellectual elite or to the wealthy in the suburbs. Instead, learning became a way of life for young and old, rich and poor, black and white.

The Simple Joys of New Horizons

In the lead article of the June 1994 issue of *Harper's*, entitled, "Can Separate be Equal?" James Traub tells a tale of life in the Hartford school system where 92 percent of the students are non-white and 65 percent come from single-parent households.

Gladys Hernandez, who taught at an elementary school called Bernard-Brown, spoke of the school's grimed-over plastic windows and recalled that in twenty-three years she could never get the proper writing paper for her students. Most of the children, Hernandez said, were Puerto Rican, and spoke neither Spanish nor English properly. "They called everything a 'thing,'" she testified [in trial testimony in the case of *Sheff v. O'Neill*, a case concerning illegally segregated public schools]. "Even parts of their body they didn't know. They didn't know their underclothing, what it was called. If they had a grandparent, they didn't know that they were a grandson or a granddaughter." Once a year, Hernandez said, the school permitted her to take the children on a trip, to a zoo or a farm. "The most extraordinary thing happened when they came to the river," she testified. "They all stood up in a group and applauded and cheered, and I was aware they were giving the river a standing ovation. And they were so happy to see the beauty of the river, something that most of us go back and forth [across] and never take time to look at."

The citizens of Seattle seemed so adept at change by the turn of the century that other cities were sending delegations to learn the secret. How had Seattle changed everything at once with so little evidence of stress and strain? What those delegations found was an unusual willingness to take risks; a willingness to reward change without punishing the occasional failure; a capacity to learn from mistakes that were openly acknowledged rather than hidden in shame and secrecy; a mutual trust between unions and business; the successful use of conflict resolution tools that could be taught and learned. None of these innovations could account for The Change by themselves, but all of them together, in systemic synergy, had transformed Seattle's education system from a creaky bureaucracy into a vibrant organism capable of growth and development, a system that truly served the needs of its students.

Keys
TO
SUCCESS

CONCLUSION

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Seattle's citizens must want to change. The political will to reform education will not arise by magic. Both leadership and followership are called for. But Seattle is blessed with resources, traditions and citizens who are capable of the actions required. The appropriate blend of vision, motivation and coordination can accomplish the kind of monumental effort required to raze Denny's hill and rebuild Seattle after the fire. ✓

3. Existing governance systems can inhibit the kind of cooperation required for effective reform. Seattle is not unique in having a school board that is often divided to the point of being dysfunctional. All over the nation there are individuals with deep commitments who, often with the best of intentions, exercise their political will to change by running for a seat on the school board. The more extreme their views, the more likely that they can attract the backing of some special interest or other, whether it be the radical left or the religious right. Concerted action for educational reform may require a system of governance different from the current arrangement of an elected school board. ✓

Whether the state takes over Seattle's education system, as in *Rio*, or the city, as in *The Change*, these scenarios suggest that Seattle's current system of educational governance is susceptible to administrative gridlock, and may require the kind of radical change suggested by Paul Hill. ✓

4. The promise of new technology is immense. There is no need to repeat here the list of innovations recorded in the box on the information revolution. Large parts of a new information infrastructure are already in place. The availability of exciting new software and hardware is predetermined; the uncertainties lie in the *netware—human beings*.
5. Before parents and students can make optimal use of information technology in education, it is essential that teachers move up the learning curve for new technologies. But teachers cannot be expected to master these tools unless they are given more time and opportunities for professional development. For any major transformation of education to take place, the first wave of enhanced learning must be by teachers. If teachers can catch the excitement of technologically enhanced learning, they will pass it on to students. If teachers remain tied to the blackboard, students will miss the opportunities latent in new technology.
6. "The excitement of technologically enhanced learning," is a cumbersome phrase. In such a serious context, dare we speak of fun? There is something sadly ironic about the fact that the introduction of fun into these scenarios comes in a box on education in Japan. Americans are supposed to be better at fun than those serious, self-disciplined Japanese. But somehow we miss the opportunities for fun in education. No wonder Stanford's Milbrey W. McLaughlin found among the research subjects for *Urban Sanctuaries* that, "When school was mentioned, it was almost always mentioned in negative terms."

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The Information Revolution and Education

P. Kenneth Komoski, executive director of the Educational Products Information Exchange Institute, suggests that we use technology to restructure our schools and communities for lifelong learning:

In the course of a year, kids spend only 19 percent of their potential learning time in school...

The largest segment of the 81 percent of kids' outside-of-school time is the well-documented 25 percent they devote to TV watching and video-game playing...

The challenge is one of transforming this 81 percent problem into an 81 percent solution...The medium we need to consider is community-wide telecomputing...

The vision is one of locally managed, community-wide, people-driven electronic networks for learning and information that are designed by and for local citizens to reflect their own needs. It is a vision of local networks capable of spanning and interconnecting all community interests and ages: from early-childhood and adult literacy to the study of literature; from family and financial planning to child-rearing and parenting; from space exploration to race relations and mediation; from mathematics and physics to physical fitness; from teacher, and other career, retraining opportunities to community and economic development; from starting a business to studying a foreign language.

P. Kenneth Komoski, "The 81 Percent Solution," *Education Week*, January 26, 1994, p. 52

By tapping into the nets, kids discover ways of working and communicating that weren't available to their parents—and that will powerfully enhance their prospects when they join the work force of the twenty-first century. The networks may also play a key role in helping U.S. schools overcome their notorious weakness in teaching math, science, and geography. That's partly why network projects have grants from influential high-tech donors such as IBM, Boeing, AT&T, and Xerox.

Bob Hughes, Boeing's corporate director of education relations, looks to computer networks as a key to turning out students who adapt readily to change and who solve problems by seeking out and applying new ideas. The traditional classroom, he says, is singularly ill suited to producing lifelong learners: "Right now, you've got 30 little workers who come into a room, sit in rows, follow instructions from a boss, and can't talk to one another. School is the last time they'll ever see that model."

Elizabeth Corcoran, "Why Kids Love Computer Nets," *Fortune*, September 20, 1993, p. 104

Today about half the states have at least started to develop widespread Internet connections for schools. Leading states—typically with university participation—include California, Florida, Montana, New York, North Carolina, Texas, and Virginia...But educators note that most school districts still lack the funds, if not also the foresight, to invest in major attempts to put their teachers and students on line

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Learning not only can but should be fun

In an article entitled "Learning from Asian Schools," (*Scientific American*, December 1992, pp. 70-76) Harold Stevenson repeatedly makes the point that, contrary to popular opinion in America, Japanese schools are not oppressive environments, but are, to the contrary, more "enjoyable" than their American counterparts.

"The long school days in Asia are broken up by extensive amounts of recess. The recess in turn fosters a positive attitude toward academics."

"Beijing teachers are responsible for classes for no more than three hours a day; for those with homeroom duties, the total is four hours. The situation is similar in Japan and Taiwan, where teachers are in charge of classes only 60 percent of the time they are in school..."

"Finally, Asian teachers make the subjects interesting by giving them some meaningful relation to the children's everyday lives..."

"Asian teachers are able to engage children's interest not because they have insights that are unknown in the U.S. but because they take well-known principles and have the time and energy to apply them with remarkable skill... Clearly, a challenge in the U.S. is to create a greater cultural emphasis on education and academic success. But we must also make changes in the training of teachers and in their teaching schedules, so that they, too, will be able to incorporate sound teaching practices into their daily routines."

Just as it took some years for American business to integrate computers and information technology into new business practices, so the schools had to restructure to take full advantage of the new technology. Just as business had spent some years confusing computers with fancy typewriters, so schools took some time to learn that computers weren't just tools for doing the same old stuff on new machines. The real promise in information technology lay in reconfiguring education to take full advantage of the new technology. Just as American business spent the first half of the '90s restructuring and reinventing itself, so Seattle's schools restructured and reinvented public education in the late '90s. The reforms were truly radical:

Schools became community centers open all year around, fourteen hours a day. Health education, language labs, and retraining for employment all took place in buildings that had formerly stood empty for months a year and many hours each day. *

- The student body changed; life-long learning replaced the old pattern of age-segregation. No longer separated into *grades* composed of same-age cohorts, different *competency levels* included people of widely different ages. Children gained pride of mastery, and parents gained a new respect and

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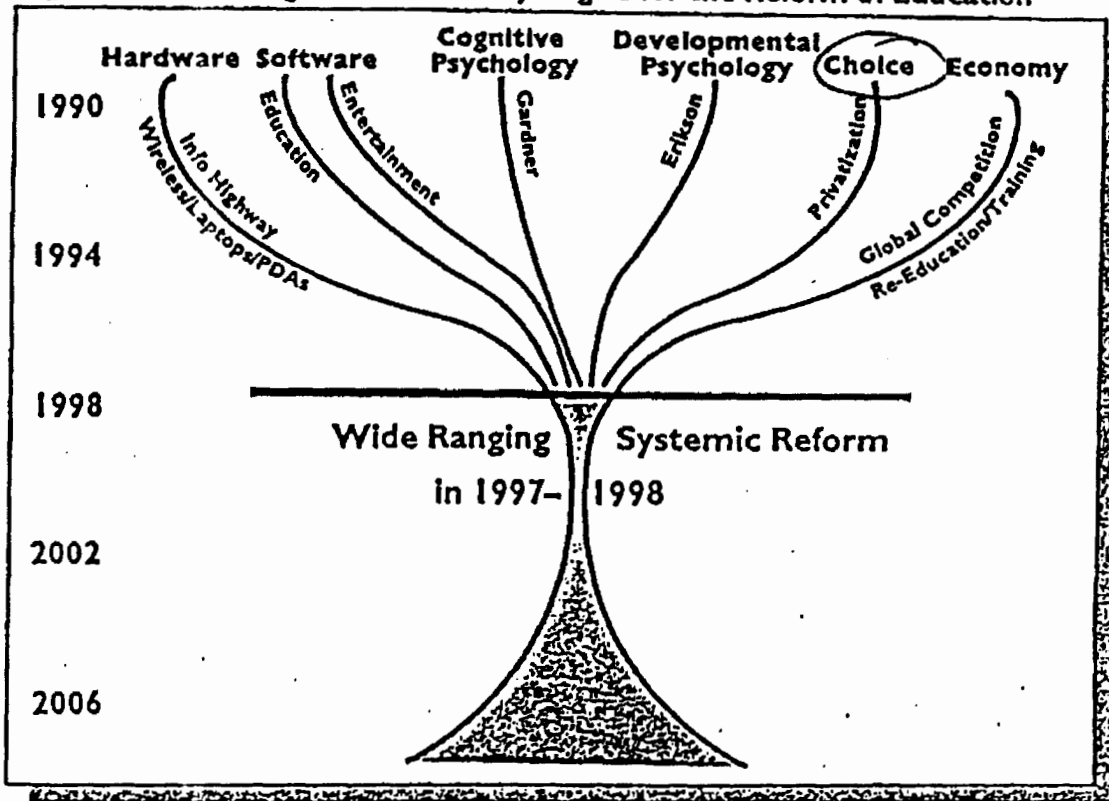
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- Business, too, took a more active role in public education, supplying teaching assistance from among its employees, and jobs tailored to Seattle school graduates.

By the end of this scenario, Seattle's schools are almost unrecognizably different from what they had been in the early '90s. Sweeping changes revolutionized the entire education industry in the late '90s, to a degree that few could have imagined at the beginning of the decade.

Figure 1: Technological and Social Synergies for the Reform of Education



CHOICE IS KEY

Why did educational reform take hold in Seattle when so many reforms had failed elsewhere? Some said that the technology had finally matured. Others pointed to the Seattle spirit, or to the Mayor's successful leadership in generating the political will. But the real reason was probably none of these reasons by themselves, but their coming together ((see figure 1)). Just as commercial aviation depended on a lot more than aeronautical engineering, requiring also advances in materials sciences for airplane wings, radar for guidance systems, and computers for reservations systems and airplane design, so the transformation of education from a nineteenth century institution to a twenty-first century institution required the convergence of many different factors. And they came together first in Seattle.

The combination of rapid technological change and sweeping institutional reform accomplished much more than anyone would have guessed looking at institutions alone or technology alone. But the synergies between institutional change and

CONCLUSION**Part Five: Implications**

Seattle can accomplish a transformation of education achieved nowhere else in the United States, but might not These scenarios, developed by a diverse team of Seattle's citizens, highlight both the dangers and the opportunities at stake. And the stakes are high: the lives of our children and the viability of our future. But those stakes are also remote from most of our daily lives. The future is so far away, and life in the ghettos so distant from the tree lined streets of the suburbs. We sometimes lack the long view that scenarios provide.

Once exposed to a longer perspective, what implications can we draw from these scenarios?

1. Part of the reason we fail to act in our own and our children's best interests is that the forces we are contending with work silently and invisibly, far from our daily concerns. Trapped in traffic on the way home from work, one is not necessarily aware of the urbanization of poverty and the long-term, negative effects it will have on the wealth of suburbanites. One simply wishes to find the fastest lane for escaping the city. While seeking a higher-skill, higher-paying job, one is not immediately aware of the increasing stratification of the economy in global cities, and of the long-term costs of increasing inequality.

The economic and demographic forces analyzed by Sassen and Rusk are insidious in the sense that they enter our lives "below the radar" of day-to-day attention or concerns. So we need to dwell for a moment on stories and plots that show the long-term consequences and counter-intuitive results of our short-term actions and motivations. *The good that we would we do not, and the evil that we would not we do*, not necessarily because we are selfish sinners, but rather because modern life is a very complex game where the ordinary citizen cannot easily understand all of the complicated interactions between tax policies, new technology, and the evolution of global economics. *Gimme a break! What's on TV tonight?*

We cannot expect every citizen to master the latest advances in urban economics and telecommunications. But we can expect people to listen up to stories. So one of the implications of this set of scenarios is that the debate over education in Seattle might benefit from exposing more of Seattle's citizens to *these* stories, and to the scenario development process itself.

2. More specific to the content of these scenarios, it is clear that things can get a lot worse without concerted action (that is, action *in concert*: cooperation). *Rio* is possible, and *Tweaking the Edges* might not lead upward toward *The Change*. While many of the forces operating on education in Seattle may have remote origins, Seattle's citizens *can* develop effective responses to national and global trends. But those responses will require a subtle blend of leadership and political will among Seattle's citizenry. Like the legendary light bulb changed by the psychologist (*How many shrinks does it take to change a light bulb? Only one, but the bulb's got to really want to change!*)

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With the convergence of education and entertainment that is latent in new technology, and with the proper training of our teachers, we are ripe for a paradigm shift that can transform learning from an onerous duty to sheer delight. The very people we find hardest to educate spend hours of intense concentration in video-game parlors. These games can teach if we program them appropriately; and students can learn through gaming if we let them.

RIP
FOR
A
PARADIGM
SHIFT

Behind the moral outrage we experience when exposed to what Jonathan Kozol has so aptly called *Savage Inequalities*, and beyond the hard work and countless meetings it will take to reform our institutions, there is a realm of passionate excitement where students will not be able to get enough of the delight of learning. As any good teacher knows, there is nothing to equal the experience of witnessing the sheer joy of new knowledge: the smiles, the twinkling of young eyes, the quickening of consciousness that is possible in the classroom. It is not a bitter pill these scenarios invite us to swallow. To the contrary, the future they promise could be a lot more fun.