

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Vice Chairperson Cindy Empson at 9:00 a.m. on January 27, 2000 in Room 313-S of the Capitol.

All members were present except: A quorum was present

Committee staff present: Avis Swartzman, Revisor of Statutes
Ben Barrett, Legislative Research Department
Carolyn Rampey, Legislative Research Department
Renaë Jefferies, Revisor of Statutes
Linda Taylor, Committee Secretary

Conferees appearing before the committee: Majority Leader Kent Glasscock
Representative Ralph Tanner

Others attending: See Attached List

The meeting of the joint House and Senate Education committee was called to order by Senator Lawrence, Chairperson. She called on Nancy Lindberg, Attorney General's office, to request a bill introduction to the House Education Committee. The legislation was introduced.

Chairperson Lawrence stated the purpose of the joint meeting was to complete the cycle of new reform plans for education. She welcomed Representatives Glasscock and Tanner to present their plan.

Representative Glasscock led off the testimony and referred to the blue book that had been distributed. (Attachment 1) He stated that each of the tabs would delineate one part of the plan which covers the four topics of basic research, early childhood education, teacher performance and school choice research.

Representative Glasscock took the committee through the basic skills and early childhood components of the plan and stated that Representative Tanner would speak on teacher preparation. He said that the school choice portion of the plan is the only plan that is not backed by research, and that is because there is no definitive research on school choice. Because of this, he and Representative Tanner have proposed a research-based study that will create a level playing field so that at the end of the study there will be no excuses.

Representative Tanner referred the committees to the tab dealing with teacher preparation and performance and stated that he would speak of bill introduction. Several bills will be introduced in this component of the plan. He began with teacher competency which would be established by regulation of the State Board of Education. If it is determined by a school system that a newly graduated teacher from one of the teacher training institutions has a deficiency in background or training, that teacher could return to the school and receive appropriate instruction without further fees. Another bill introduction would deal with certification examination. There could possibly be another test which would determine the general knowledge capability of a teacher. Legislation will also be introduced regarding school building report cards, teacher mentoring, background checks for all certification renewal applications, and a teacher service scholarship program.

Representatives Glasscock and Tanner stood for questions.

The next meeting is scheduled for February 1, 2000.

After questions and comments, the meeting was adjourned at 10:55.

**HOUSE EDUCATION COMMITTEE
GUEST LIST
DATE: January 27**

NAME	REPRESENTING
Janis McMillen	LWVK
RICHARD PRODEWALD	TANNER
Jim Edwards	JLCT
Craig Grant	HNEA
Mark Desetti	KNEA
Laguna	Sen. Tyson Inten
Catherine H. Newer	Kansas STARBASE
Emily Smith	DeSoto Senior High
Valerie Wylie	DeSoto Senior High
Jim Youally	USD # 512
Jim Allen	KEC - KFHC
Bob Vancrum	USD # 229 Blue Valley
Don Rezac	USD # 821 Kaw Valley
Karl Peterjohn	KS Taxpayers Network
Diane Gjerstad	USD 259

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HOUSE OF REPRESENTATIVES

YEARS OF PROMISE

Kansas' Keys to Success

Glasscock-Tanner Education Plan

Overview

Preparing Kansas children for successful futures is one of the most important missions of the state. Well educated children mature into successful adults and help power our state's economy. Strong education creates a better future for all Kansans.

How we as a state ensure our children's quality education is another question. It takes a partnership between parents and the state so parents can access the best educational opportunities for their child. Ask any parent and they will tell you every child learns and grows differently – each child is unique. Our educational system should support that individuality so each child reaches his or her full potential.

This 6-year phased in plan provides parents with educational options, and focuses resources on the early years in a child's life. Research shows ages three to ten are the years of promise, the ages when children acquire their building blocks for their futures. The plan's goal is to help parents make these critical years the years of success. It concentrates reform on the early years – and ensures children have top-quality instruction. Apart from the family, nothing makes a bigger impact on young lives than great teaching, and high-quality preschool and primary education.

This plan yields great rewards for children's educational success – and higher high school graduation rates, lower crime, teen pregnancy and welfare reliance. By focusing our dollars on early childhood and primary elementary school, Kansas can save in the long run on the high costs of juvenile justice programs, prisons, welfare and many social services. This is in addition to the fact that more successful students find better jobs, and earn more money.

Glasscock-Tanner Education Plan

YEARS OF PROMISE
Kansas' Keys to Success

House Education
1-27-00
Attachment 1

This is not the typical “throw money at education” reform plan. It focuses our resources, demands results and accountability, and changes students’ lives. In the next century, Kansas cannot afford to sit back and accept the status quo. We will need a more highly educated and skilled workforce than ever before if we want to continue economic viability in the expanding global economy. The world of work is changing, and we have a responsibility to help parents make sure their children are ready for it. It will take four major keys:

- **Back to the basics of reading, writing and arithmetic:** Children must master the basic skills by the end of the primary grades. Right now, Kansas is not preparing children well enough to bridge into the intermediary elementary grades. The intermediary test scores show this clearly. Only 34 percent of Kansas fourth graders met the national reading assessment performance standard in 1998. In 1997 on Kansas assessments, less than half of fifth graders wrote proficiently, and only 52 percent of fourth graders were proficient in math. Research shows that if children fall behind in 3rd and 4th grades, they rarely catch up.
- **A strong start in preschool and Kindergarten:** Studies show children – especially those in poverty – make long term gains when they spend a year in half-day preschool before entering Kindergarten. Their success increases even more with full-day Kindergarten. Kansas parents of at-risk 4-year-olds need the option for half-day early learning at school and for full-day Kindergarten the year after. Parents of every child should have the choice to send their child to an all-day learning program in Kindergarten.
- **School and Teacher Accountability to Parents:** Nothing helps students learn more than great teachers – and Kansas needs to support teachers in rising to this level of performance. Since one bad teacher can cause a student to lose a year of learning and permanently lose enthusiasm for school, teachers and schools must be accountable to parents for the quality of education they provide to children. And, higher education institutions which train our state’s teachers must be accountable for the quality of teaching each of their graduates provides.
- **Courage to Test New Options:** The question of whether market forces and school choice benefit children’s education is far from settled. However, there’s no question many students are not reaching their potential in today’s education system and it is time to try some new methods to help children succeed. Kansas needs to try a research-based school choice experiment for at-risk children to find out if school choice works.

SUMMARY

YEARS OF PROMISE

Kansas' Keys to Success

- **Back to Basic Skills and Ending Social Promotion:** The Kansas State Board of Education will set standards in the basic skills areas and schools will develop plans and certification processes to ensure 95 percent of children master reading, writing and arithmetic. If these are not met by the end of the 3rd grade, students will not be socially promoted. The KSBE will also provide training in basic skills teaching methods for primary grade teachers and successful schools will receive a financial incentive.
- **Early Childhood Education:** Kansas elementary schools will offer parents the option of a half-day early learning program for at-risk 4-year-olds and all-day Kindergarten to all children.
- **Teacher Performance – Accountability in the Classroom:** The education system will be accountable to parents by:
 - requiring background checks for new teachers
 - issuing report cards to parents on the performance of their school
 - providing on-site mentors for first-year teachers
 - telling parents how their child's teacher is licensed
 - providing peer review of teachers
 - provide college scholarships in fields where teachers are needed in order to eliminate the need for out-of-discipline teaching
 - providing financial incentives for teachers to be nationally certifiedUniversities and colleges must:
 - prepare teachers with technological skills
 - test each prospective teacher's subject matter knowledge to obtain teaching license
 - provide supplemental training for any new graduate who does not teach adequately
 - publicize their rate of placing graduates in teaching positions
 - publicize the percentage of their graduates who earn licenses
- **School Choice: A Research Experiment with At-Risk Students:** The Kansas Department of Education will design, implement, evaluate and assess a 4-year, research-based school choice experiment for at-risk Kansas children. The program will provide opportunity scholarships to public and private schools and answer the question of whether there is a positive, negative or neutral correlation between vouchers and improved student learning.

BACK TO BASICS

READING, WRITING AND ARITHMETIC BY THE END OF 3RD GRADE

Research Summary

From preschool through third grade, children learn to read. Beginning in fourth grade, students must read to learn. Without this key to success, children stumble with the other basic skills of writing and math. Studies show successful students must read by the time they reach fourth grade, or they start down a path of falling further and further behind. These students drop out of school and often drop into crime and welfare.

The break between the primary grades and intermediate grades – between third and fourth grades – is a divide many students are not crossing successfully. According to the Carnegie Corporation of New York, “today’s fourth graders are not sufficiently proficient in reading, writing and mathematics to be able to cope successfully in the information-based, globalized economy of the next century.” This shows up in the test scores. In 1992, the Governing Board of the National Assessment of Educational Progress defined achievement levels for reading and math, and only one-quarter of the nation’s fourth graders scored proficiently. Kansas fourth graders took this reading test in 1998, and 34% achieved the performance standard. On Kansas standards, only 48 percent of fifth graders wrote proficiently and 52 percent of fourth graders performed math proficiently.

To ensure each student is ready in reading, writing and math for the intermediate grades, studies show elementary schools must work with each under-performing child from Kindergarten through the end of third grade. The Carnegie Corporation recommends immediate interventions with additional time and varied instruction for any child who falls behind. In addition, school districts should monitor elementary schools, and states should monitor districts to ensure that all children can read, write and do math proficiently. In the Carnegie Corporation’s eyes, this should be a joint project between districts and the state. They should work together to provide professional development to better prepare teachers for this task – particularly in the area of reading.

Glasscock-Tanner “Years of Promise -- Kansas’ Keys to Success” Education Plan

- By 2006, the Kansas State Board of Education must ensure that 95 percent of the state’s primary students master the basic skills of reading, writing and math before entering 4th grade. The State Board will set basic skills standards in the three core areas for the end of the 3rd grade by FY 2001. Local schools will develop outcomes to meet these standards and a process to document and certify that students are proficient in each core area. These outcomes and the certification process must be filed with the State Board of Education. If the goal is not met, the State Board must create a statewide improvement plan to better educate students in basic skills.

- As a part of the accreditation process, and with the help of the \$8 million federal Reading Excellence Act Grant, schools must provide summer school and after-school learning for K-3rd grade children who fall behind grade level competency in reading, writing or math. In order to give children the best chance of success, these interventions should be provided at each grade level so children are ready for the upcoming grade.
- Schools need to provide as many opportunities as possible to ensure children reach appropriate grade level proficiency in all three basic skills. If these interventions are not successful, schools may not socially promote a child who has not mastered the basic skills appropriate for his grade.
- To aid school success, the State Department of Education will provide a professional development sequence for primary grade teachers to learn the best practices for teaching basic skills. In addition, the Reading Excellence Act Grant earmarks \$4 million for underperforming schools to better prepare teachers in reading.
- The success of this program should see results in the state-wide intermediary grade assessments of math in 4th grade and reading in 5th grade. The state will reward schools which successfully reach the Standard of Excellence on *both* assessments with \$10 for each of the school's students. The funds will go directly to the school for use at their discretion.

BACK TO BASICS

RESEARCH HIGHLIGHTS

“The end of the third grade is a particularly important time in schooling because at that point the expectation changes from “learning to read” to “reading to learn.” Although every child is unique, each having his own rate of development, interests, and learning style, with very few exceptions all children can learn to read.”

“Instead of [automatically] retaining children or socially promoting them...individualized strategies should be exhausted before retention....”

Susan B. Neuman, Carol Copple, and Sue Bredekamp
Learning to Read and Write: Developmentally Appropriate Practices for Young Children
National Association for the Education of Young Children

“Elementary schools and districts need to monitor continually each child’s progress toward the fourth-grade standards, beginning in kindergarten and the first grade, and intervene with additional time and varied instruction as soon as a child falls behind....”

“Children who attend an elementary school that sets high learning standards and does whatever it takes to see that children meet those standards have a better chance of leaving fourth grade proficient in reading, writing, mathematics, and science.”

“States and school districts should invest adequate money, time and support in professional development of school staff. Professional development should be closely related to the school’s overall strategy for meeting high standards of achievement....”

Years of Promise: A Comprehensive Learning Strategy for America’s Children
Carnegie Corporation of New York

“Disruption of any of these components [in learning to read] can throw off a child’s development...and could lead to difficulties that ultimately will reduce the chances that the child will finish high school, get a job, or become an informed citizen.”

“The majority of reading problems faced by today’s adolescents and adults could have been avoided or resolved in the early years of childhood...from birth through the third grade.”

“Reforms Needed to Improve Children’s Reading Skills”
The National Academies

“The poor first-grade reader almost invariably continues to be a poor reader.... The best solution to the problem of reading failure is to allocate resources for early identification and prevention.... Indeed, in the majority of cases, there is no systematic identification until third grade, by which time successful remediation is more difficult and more costly.

Joseph K. Torgesen
“Catch Them Before They Fall: Identification and Assessment to Prevent Reading Failure in Young Children”
American Educator

EARLY CHILDHOOD EDUCATION

4-YEAR-OLD PRESCHOOL AND ALL-DAY KINDERGARTEN

Research Summary

Getting children off to a strong start means they will finish better off in the future. Studies show that is particularly true for educating our youth. Children who master basic skills by the end of 3rd grade/beginning of 4th grade are most likely to finish high school, avoid teen pregnancy, stay out of crime and off of welfare – they also have higher earnings and increase the tax base.

This sort of success starts in preschool and all-day Kindergarten. Studies show one year of preschool before starting Kindergarten pays off in the long run for all children, but especially for disadvantaged students. As adults, the at-risk students exposed to preschool make more money, have a higher percentage of home ownership and receive fewer social services than their counterparts without early learning. Those results pay off for the individual and for society as state spending on prisons, welfare and social services drop dramatically while the tax base increases. In fact, one study found preschool programs return an estimated \$7.16 for every dollar spent. All-day Kindergarten has equally impressive results. Children excel in oral language development, math concepts and reasoning, beginning reading skills, and student behavior with benefits lasting well into the second grade. Preschool, coupled with all-day Kindergarten, stops social problems before they start – and gives children their best shot at a bright future.

Glasscock-Tanner “Years of Promise -- Kansas’ Keys to Success” Education Plan

This plan focuses on bringing these individual and societal successes to a generation of young Kansas children, and every generation after them. Since preschool generates dramatic results with students in poverty, the plan calls for:

- Kansas elementary schools must offer a half-day early learning program for at-risk 4-year-olds to be utilized by parent choice.
- Kansas Kindergarten classes will be extended to full days for all children whose parents would like the opportunity for their child. The state will fund the extra half-day of Kindergarten for at-risk students. School districts may determine how to fund the additional classroom time for students who are not at-risk for failure. The districts will have the option to charge attendance fees for the cost of the additional half-day from parents of students who are not at-risk

By targeting our resources on the early school years, Kansas schools can give children the keys to success and prepare our youth for the challenges in life. A strong start for all students means a better future for all Kansans.

EARLY CHILDHOOD EDUCATION

RESEARCH HIGHLIGHTS

“Children fortunate enough to attend a high-quality preschool ... and who enter the primary grades with adequate preparation have a better chance of achieving to high levels than those who do not.”

Years of Promise: A Comprehensive Learning Strategy for America's Children
Carnegie Corporation of New York

“The estimated rate of return on preschool education exceeds the average rate of return in the stock market over the past 30 years.”

“Programs that produce substantial improvements in...school success of children in poverty can be expected to produce substantial direct benefits through educational cost-savings and substantial indirect benefits as the result of increased productivity and social responsibility.” *W. Steven Barnett*

“Long-Term Cognitive and Academic Effects of Early Childhood Education on Children in Poverty”
Preventive Medicine

“Compared with the preschool program’s cost... [the] benefits make the program a worthwhile investment for taxpayers as well as for society in general. Over the lifetimes of the participants, the preschool program returns to the public an estimated \$7.16 for every dollar invested.”

“At age 27...the [preschool] program group had significantly higher monthly earnings...higher percentages of home ownership and second-car ownership...higher level of school completed... lower percentage receiving social services... fewer arrests and significantly fewer of the births to program females were out of wedlock.”

L.J. Schweinhart, H.V. Barnes, and D.P. Weikart
“Executive Summary: The High/Scope Perry Preschool Study Through Age 27”
Significant Benefits: The High/Scope Perry Preschool Study Through Age 27

“When deciding what kind of kindergarten program to offer, educators must consider not only the desires of parents but also the potential effects on student achievement.... The results of statistical analyses conducted for ... full-day versus half-day comparison in oral language development, early mathematics concepts, and emergent literacy skills all indicated significant differences in favor of full-day kindergarten.”

Y. Lawrence Wang and Whitcomb G. Johnstone
“Evaluation of a Full-Day Kindergarten Program”
ERS Spectrum

“Children who attend preschool prior to kindergarten experience greater subsequent success in elementary school than those who do not [and] participation in full-day kindergarten is positively related to subsequent school performance.... The benefits seem to last well into the second grade.”

John Cryan, Robert Sheehan, Jane Wiechel and Irene Bandy-Hedden
“Success Outcomes of Full-Day Kindergarten: More Positive Behavior and Increased Achievement in the Years After”
Early Childhood Research

TEACHER PERFORMANCE

Accountability in the Classroom

Research Summary

Study after study shows the single most important element in a child's education is the quality of his or her teacher. A teacher's ability to instruct well is more important than class size and more important than the level of other students in the classroom. The results of a good teacher in one grade can last at least two grades later, while with one bad teacher a student can lose a full level of achievement in a single school year.

What makes a teacher effective and how can we ensure teachers are accountable for the results they produce in the classroom? There is no single answer, but the research points to strong verbal and math skills for teachers in all grades, deep knowledge in teachers' content area, and technological skills. Though Kansas ranks in the top 15 states for teachers with majors in content areas, many studies point out majors do not necessarily require in-depth knowledge of subject matter. Instead, they often rely on survey courses.

Glasscock-Tanner "Years of Promise -- Kansas' Keys to Success" Education Plan

While researchers are still evaluating various approaches to improving teacher performance, there are steps Kansas should take now to make schools, teachers and teacher education programs accountable for their results.

Accountability to Parents:

- Every teacher must have a Kansas Bureau of Investigation background check in order to be licensed to teach in Kansas.
- Every student's parents deserve to receive the Kansas Department of Education school report card which details the strengths and weaknesses of their child's school.
- Every student's parents deserve to know how their child's teacher is licensed.
- Students will not have first-year teachers without adequate professional support. Every first-time teacher will have an on-site mentor teacher during their first year teaching. The KSDE will set standards for and provide mentor training in order to begin the program in FY2001. Mentors will receive \$1,000 for a school year of service.
- Students will benefit from teachers who have their quality of teaching consistently reviewed by their peers.

- Students will not have as many out-of-discipline teachers. The state will provide 100 scholarships of \$5,000 to students preparing to teach in high-need content areas or geographic areas in the state.
- Teachers will have incentives to improve their teaching. National Board Certified teachers – the most rigorous certification program in the nation – will receive a total of \$10,000 for improving the quality of their teaching. They will receive \$1,000 yearly during the 10-year license being implemented by the KSDE.

Higher Education Accountability:

- The state's higher education system will prepare the state's 7th - 12th grade teachers with strong content backgrounds. By 2003, each college graduate from an Education program will pass subject matter tests in their areas of expertise in order to be licensed. The higher education institutions will administer these tests and any out of state teacher to be licensed must take the content test from any of the approved higher education institutions in Kansas.
- Kansas education schools must stand behind the quality of the teachers they prepare. Each higher education institution must guarantee their teachers are ready to teach in a Kansas classroom. If, upon a school's determination, a teacher is not performing, the higher education institution must provide necessary supplemental training for a graduate prior to the teacher obtaining a five-year license.
- Higher education teaching schools must report to the public their rate of placing their graduates in teaching positions. In addition, they must report to the public the percentage of their graduates who pass the licensing test.

Technology in the Classroom:

- To prepare teachers to bring technology into the classroom, the Board of Regents will require departments and colleges of education to integrate technology in the Education curriculum. The Kansas Board of Education will include this integration of technology in its criteria for accrediting teacher training programs.

TEACHER PERFORMANCE

RESEARCH HIGHLIGHTS

“The difference between a good and a bad teacher can be a full level of achievement in a single school year’.”

“Accountability measures for colleges and universities that prepare teachers.... [mean that states] need to decide on what intending teachers need to know in their subjects and hold academic departments accountable for getting them there before they graduate.”

“Parents deserve to know when their children are being taught science by history majors or history by physical education grads.... but nowhere has there been a systematic way of letting all parents know that their child’s teacher has enough background in the subject to teach it so their students will understand it.”

“We can produce the highly qualified teachers that we need by combining high entry standards [and] rich incentives like generous scholarships...”

Kati Haycock

“Good Teaching Matters ... A Lot”

Thinking K-16

“The results show that teacher effects are dominant factors affecting student academic gain and that the classroom context variables of heterogeneity among students and class sizes have relatively little influence on academic gain. Thus, a major conclusion is that teachers make a difference.”

S. Paul Wright, Sandra P. Horn and William L. Sanders

“Teacher and Classroom context Effects on Student Achievement: Implications for Teacher Evaluation”

Journal of Personnel Evaluation in Education

“An expanded pool of high quality teachers is ensured by a comprehensive approach to enlisting the best.... A mandated salaried, mentored induction year gives new teachers classroom responsibility with intensive support. All teachers [should] have the opportunity to become nationally certified.”

Lowell Milken, Milken Family Foundation

A Matter of Quality: A Strategy for Assuring the High Caliber of America’s Teachers

“Every child should be able to count on having a teacher who has a solid general education, who possesses deep subject area knowledge, and who has no record of misbehavior. The state has an obligation to ensure that all prospective teachers meet this minimal standard. Thus states should perform background checks on candidates for teaching positions.”

“The Teachers We Need and How to Get More of Them”

Thomas B. Fordham Foundation

“What little systematic research has been done suggests that classroom technology can raise student achievement and even improve the overall learning environment in schools – but only when it is placed in the right hands and used in the right ways.... Students whose teachers had professional development in computers outperformed – by more than one-third of a grade level – students whose teachers did not.”

The Progress of Education Reform 1998

Education Commission of the States

SCHOOL CHOICE

A RESEARCH EXPERIMENT WITH AT-RISK STUDENTS

Research Summary

School choice deserves closer scrutiny. Kansas, like most states, needs to take a step back and re-think K-12 education. Too many children are not reaching their potential, and the global future promises that they will need a full complement of intellectual skills even more than their parents did. With this monumental task facing us, it is important to ensure the state does not become so mired in its traditional ways of providing education that it misses opportunities for improvement. We must not shy away from implementing and evaluating new approaches in order to discover if they are new routes for student success.

No one knows definitively whether school choice programs benefit children. Even the much-discussed Milwaukee school choice program needs better data to find out whether school choice makes a difference in low-income children's education. It's time to take a closer look. Many have advocated the benefits for school choice and recent articles in magazines like *The Atlantic Monthly* argue that school choice programs have a plethora of benefits for educating our youth with which the spectrum of political factions should agree.

Glasscock-Tanner "Years of Promise -- Kansas' Keys to Success" Education Plan

- The Kansas Department of Education will contract with a professional researcher to design and conduct a 4-year, research-based school choice experiment for at-risk Kansas children in grades 3 through 6. The KSDE will report the findings to the legislature.
- The experiment will be structured to answer the following question: Is there a positive, negative or neutral correlation between vouchers and student learning? The project must have a control group as a benchmark to measure opportunity scholarship students' success in public and private schools versus the success of public school students in their regular district school.
- Opportunity scholarship students and control group students will be tested on national norms tests not currently being used in the Kansas assessments at the beginning and end of the 4-year experiment. The same tests will also be administered each year of the experiment.
- School opportunity scholarships will be equivalent to the base per pupil funding. The weights normally accrued by the public school for the opportunity scholarship student will be used to fund the research on the program. If a private school charges a tuition amount less than the base per pupil funding, the remainder will be placed in the research fund. Opportunity scholarships for special education students will be based on the cost of service as determined by their Individual Education Plan.

- The students involved in the experiment must be representative of the demographics of the state's student population, including special education students. The researcher designing the study will determine the minimum number of students necessary for statistically valid research. Students in the experiment will be selected by lottery.
- To qualify for school choice, students must have been enrolled in public school during the year before their first year of involvement in the program.

SCHOOL CHOICE RESEARCH HIGHLIGHTS

“After nine years, no one can say with assurance whether or to what extent the [school choice] program has met those objectives. The time has come to make a renewed effort to assess the educational, economic, and social impacts....”

Alex Molnar
“Unfinished Business in Milwaukee”
Education Week

“What if the ability to escape might help to make the schools better? And what if testing this proposition can’t make anyone worse off? Yes, big voucher plans may require an act of faith, but it wouldn’t be the first gamble in American education to work. A much smaller federal government rolled the dice on land-grant colleges in the 1860s with only a notion of what would happen; the research they sparked made U.S. agriculture the world’s most productive.”

Matthew Miller
A Bold Experiment to Fix City Schools
The Atlantic Monthly