DOCUMENT RESUME

ED 098 673 EA 006 511

TITLE Preliminary Feasibility Study for the Establishment and Use of an Education Voucher System in Gary, Indiana. Volume 2: Appendices.

INSTITUTION Gary City Public School System, Ind.; Institute for the Advancement of Urban Education, New York, N.Y.

SPONS AGENCY Office of Economic Opportunity, Washington, D.C.

PUB DATE May 71

NOTE 157p.; A related document is EA 006 510

EDRS PRICE MF-$0.75 HC-$7.80 PLUS POSTAGE

DESCRIPTORS Administrator Attitudes; Bibliographic Citations; Board of Education Role; *Community Attitudes; *Community Surveys; *Education Vouchers; Elementary Secondary Education; *Information Dissemination; Research Methodology; School Community Relationship; Teacher Attitudes; *Urban Schools

IDENTIFIERS *Gary; Indiana

ABSTRACT

A companion piece of volume 1, this section of the feasibility study consists entirely of eight appendixes. Appendix A describes the objectives of the study and how they were operationalized. Appendix B consists of the information kit used to inform community members about the education voucher program and includes clippings of newspaper articles that were written about the program. Appendix C includes outlines and summaries of the various workshops, forums, and public meetings that were part of the public information campaign. Appendix D includes the questionnaires and other research instruments used in the survey of different groups within the Gary community, and Appendix E contains the computer printouts of the results of the survey. Appendix F lists the 15 members of the Gary community who comprised the Pre-Planning Voucher Board; Appendix G lists 14 consultants and facilitators; and Appendix H is a selected bibliography on the subject of education vouchers. (JG)

PRELIMINARY FEASIBILITY STUDY FOR THE ESTABLISHMENT AND USE OF AN EDUCATION VOUCHER SYSTEM IN GARY, INDIANA

VOLUME II

APPENDICES

This report was prepared pursuant to a grant to the Board of School Trustees of the School City of Gary, Indiana by the U.S. Office of Economic Opportunity under the provisions of the Economic Opportunity Act of 1964.

Subcontractor: Institute for the Advancement of Urban Education

SUBMITTED TO:

Dr. Gordon McAndrew
President
School City
Gary, Indiana

by

Institute for the Advancement of Urban Education
55 West 42nd Street
New York, New York 10036

May, 1971

BEST COPY AVAILABLE

APPENDICES

VOLUME II

APPENDIX A

OPERATIONALIZATION

Institute for the Advancement of Urban Education
55 WEST 42ND STREET • SUITE 648 • NEW YORK, N.Y. 10038 • (212) 868-3770

Operationalization of Objectives

for a

Preliminary Feasibility Study

in the use of

An Education Voucher System

in

Gary, Indiana

Conducted pursuant to contractual agreements between The Office of Economic Opportunity, Wash. D.C., and the Board of School Trustees, Gary, Indiana. Subcontractor: IAUE

February 1971

OBJECTIVES

Primary Objectives

The primary objective of this study is to determine the feasibility of Gary, Indiana's applying to the Office of Economic Opportunity, Washington, D.C. for Education Voucher Technical Planning Funds. These funds would be used to finance the cost of further planning and analysis in order to determine Gary's suitability as a Pre-Voucher Planning Site.

Feasibility is defined here in terms of the desirability, workability and advisability of Gary's becoming a Pre-Voucher Planning Site.

Desirability: This refers to the extent to which the necessary imputs for an Education Voucher System exist in Gary. These imputs would be derived from the various community, school, administrative and governmental sources (stakeholders) and would include their awareness of such a system, their acceptance of it and their ability and willingness to institute and make use of it. Their awareness of an Education Voucher System or Education Voucher Schools would depend upon the information they receive about such a system or schools. Their acceptance of it would be

directly related to the extent to which this system or these schools meet their children's defined education needs. Finally their ability and willingness to use such a system would depend upon the willingness of the existing educational structure to participate in the creation of a voucher system; the accessibility of these schools in terms of distance and cost and the attractiveness of the education programs provided by these schools.

In addition, the feasibility study will take into consideration a number of concerns voiced by OEO.

First of all, the target area should be selected such that a sufficient variety of schools could be generated so that parents could, in fact, make a choice. This, of course, assumes that there exists with the variety of schools a variety of programs so that parents are given real choices on the basis of programs and needs.

Secondly, the target area(s) should be characterized in such a way that it would produce a racially balanced mixture of students. Similarly, the target area should produce in the proposed Voucher Schools, a sufficient number of economically disadvantaged children. Finally, private as well as public schools must be willing to participate in such a system.

Workability: This term describes the degree to which the stakeholders can come together in a coherent system that can be implemented In order for this to take place, it will be necessary to obtain agreement among the stakeholders upon a set of rules for the regulation

of the system. These rules would be concerned with the eligibility of schools and parents to participate in the system; the procedures for applying to schools for acceptance; the procedures governing acceptance; the procedures related to bookkeeping and budgeting; and the establishment of management procedures and practices to ensure the smooth and viable functioning of the system.

Above all, the term workability would also refer to the establishment of an Education Voucher Agency (EVA) which would have basically the same concerns as mentioned directly above. In addition, it would have the function of allocating and collecting funds in the system. Thus, specific rules governing the relationship of the schools to the EVA as well as the EVA's relationship to the existing local board structure must be devised and implemented.

Advisability : This term is based upon the extent to which the conditions of the first two terms are met. That is, it will be deemed advisable that Gary apply as a Pre-Voucher Planning Site only if a viable voucher structure can be devised and there are clear reasons to believe that it can be implemented, given specified limitations of time, cost, need, accessibility and suitability of planned programs to identified problems (educational and other) in Gary.

Secondary Objectives

The secondary objectives of the study relate to the means of processes by which the primary objective is to be achieved. More specifically, these objectives are: *

1) To conduct the necessary publicity and public information campaigns to assure that all citizen-stakeholders have adequate information about the projected plans.
2) To establish a 15 member Pre-Planning Voucher Board. (This Board could lead to the establishment of an Education Voucher Agency (EVA).
3) To identify the proposed target population and area highlighting their specific demographic, political, sociological and educational characteristics.
4) To identify those stakeholders necessary to the effective conduct of the feasibility study and to the process described in the remaining steps 5 through 9.
5) To conduct necessary workshops for all stakeholders in order to facilitate a process of collaborative planning and decision-making related to the institution of a voucher system. Workshops will deal with the following topics:
    a) Defining criteria for the voucher system.
    b) Design of the voucher.
    c) Educational Program Options under the voucher system.
    d) Organizational (New Schools) options under the voucher system.
    e) Legal, Political and Sociological issues in establishing a voucher system.

* Please see Appendix A - Program Activity Spread Sheets

f) Organizing the Education Voucher Agency (EVA).

6) To conduct the necessary city-wide and community based forums for gaining vital inputs and interaction. A door-to-door and in-the-home campaign will be conducted in the target area to the extent practical.

7) To identify the tentative structure and procedures for managing the program.

8) To analyze the data obtained from all steps and processes and relate the findings to OEO guidelines for Application for Technical Planning Funds.

9) To write, <u>If indicated</u>, the application proposal for the Technical Planning Funds to be submitted to the Office of Economic Opportunity, following the guidelines established by OEO, Wash. D.C. and the Center for the study of Public Policy, Cambridge, Mass.

II

PROCEDURES

These nine objectives can be characterized as four basic goals. They are:

1. The identification of the target area.
2. Preparing and informing stakeholders with respect to a choice of a voucher system.
3. Establishing a setting in which stakeholders can make a choice.
4. Determining whether or not selected (or proposed) voucher system can be implemented with reference to:
   a) time
   b) cost
   c) administration or management
   d) accessibility to parents-particularly in terms of distance from home and red-tape
   e) Service-educational programs

The first goal is essentially a description of children of elementary school age and their related family backgrounds. This can be done in two ways. First, this data can be derived from 1970 census tract information if it is available (on computer tape). In this way we could derive aggregate data on these children and their related backgrounds. That is, for a particular census tract the number of children from age 5-11 (X to X-N) could be recorded. For the same census tract the number (or percent) of persons according to color, sex, total family income, the education and occupation could be also obtained. In this case however, socioeconomic backgrounds of the children can not be established definitely. Here the typical child and the typical socioeconomic back-

ground is described. For this reason, these data are described as aggregate. However, though the limitation of this type of data has been specified, it does no harm to the goal under consideration. In short, it can be reasonably assumed that persons described by various socioeconomic backgrounds will have children of similar backgrounds.

The second manner in which the first goal could be accomplished is by a demographic survey of the community, rather than the school. It is proposed here that the survey of the community would be costly and repetitive since the 1970 census is essentially the same task. Thus, a demographic survey centered from the school rather than the community is proposed.

There are basically two reasons for this proposed procedure. They are:

1) It would be less costly
2) It would result in a higher response rate (or a lower rate of refusal)

The first reason is supported by the fact that school personnel would be involved in carrying out this activity. That is, the teacher or teacher aide would be asked to give out questionnaires to be completed; keeps records of returned and unreturned questionnaires, etc.

The second reason is supported by the fact that the children will be bringing those forms from school, an officially known setting to parents, and consequently, they will be more likely to respond or cooperate given sufficient explanation in the form of accompanying reading material on the Education Voucher.

In addition to the description of children, schools in the area will be described according to the number and types of children they serve, type

of educational programs offered and children's scores on certain cognitive tests.

The second goal is accomplished through the mechanisms of the public information campaigns and public forums. Stakeholders will be informed about the voucher and Gary's projected plans through the information campaign. They will be prepared and motivated through the public forums to make a choice of a particular voucher system, or to abandon interest all together. Both of these strategies will allow stakeholders to communicate with each other concerning the voucher plan and will provide a basis for collaborative planning.

The third goal is realized through the workshop, which has some spill-over in the second goal above. Although various types of stakeholders will be represented in these workshops, they will be aimed at those persons in decision-making capacities or persons who can effectively influence decision-makers. These workshops will also be task oriented.

The fourth and final goal will be accomplished through information campaigns, forums, workshops and door-to-door campaigns, and an analysis of all data obtained. The analysis will be based upon the particular type of voucher plan which the stakeholders propose. For a particular voucher plan, information will be collected on time, cost, accessibility, administration and service vis-a-vis implementation.

LIMITATIONS

The overall limitation to the effective conduct of a study of this type relates to the extent to which over-emotional responses to the subject can be screened out in order to allow for positive and informative exchanges among the stakeholders which in turn should lead to an objective analysis of the data obtained. It is conceivable that the time (2 months and 2 weeks) now being projected for the conduct of this study may be unrealistic to cope with the stakeholder interactional process described throughout.

A second limitation in terms of OEO's latest guidelines for the conduct of the study has to do with cost. Some of the demographic and research considerations now being requested by OEO could quite easily triple the total cost of the study. (To approx. $60,000). We are therefore suggesting close working liaision between the Research Departments of IAUE and OEO so that these costs can be clearly understood and minimized.

A final limitation has to do with the conduct of the demographic survey centered from the school rather than from the community. This procedure has limitations which are primarily statistical in nature. That is, if we proceed in this manner we would be receiving information from the universe of parents who have children attending schools in Gary. There are parents, who may be interested in Voucher Schools, whose children are attending schools outside of Gary. It is only when parents are sending their children to schools both inside and outside of Gary that we will have information on them.

One could venture to say that these parents of this description are few and that for our purposes this bias in our sample does no strong damage in terms of our generalizing to the whole of Gary. The extent to which this is so would have to be supported by information on the percentage of parents who have children attending school outside of Gary.

Appendix C

INSTITUTE FOR THE ADVANCEMENT OF URBAN EDUCATION
55 West 42 Street, New York, New York 10036
Suite 648
(212) 868 - 3770

Program Activity Spread Sheet

Activity: Feasibility Study
Education Voucher System
Gary, Indiana

Activity Director L.B. Hunter Tel. (212) #868-3770

On Site Contact B. Luna

Program Requirement/ Activity	Methods	Process/Vehicles/Staff	Source/Contact	Time/Due Date	For Office Use Only Costs
1:00 Public Information Campaign	Radio:	(Adm. Asst.) Ben Luna Carol Scott Lauryne Bochinis	1:01 Ted Thorne	1/25/71	17
	1:01 Soundoff WWCA (objective)				
	1:02 Viewpoint WLTH (conservative)		1:02 Warren Friedberg		
	1:03 School/Community WGVE FM/Schools		1:03 Larry Ventura		
	TV:				
	1:04 Ch. 5	"	1:04 Bill Warwick		
	1:05 NET - Ch. 11		1:05		
	Newspapers				
	1:06 Gary Post Tribune		1:06 Ernie Hernandez		
	1:07 Info (Ethnic)	"	1:07 Harris		
	1:08 Herald		1:08 Lee Plumber		
	Handbills				
	1:09 Flyers		1:09 Ortho Porter	2/5/71	
	1:10 Progress Publs.	"	1:10 "		

Program Requirement/ Activity	Methods	Process/Vehicles/Staff	Source/Contact	Time/Due Date	For Office Use Only
1.01 Public [illegible] (cont.)	Press Releases [illegible] Press Conf.	Ben Luna Carol Scott Lauryne Buchinis			
1.01 School Administration a. Principal b. Central Office Supvr. Staff	a. Monthly Meetings of Elem/Secondary Principals (verbal) b. Convene Special Mtg. c. Admin. Bulletin d. School Mail - What questions they might have e. Supt.'s Bulletin f. GSAA - Newsletter Membership below Director levels g. Pink Sheet information h. Secondary/Elem Prep. Assoc.	Forum type/Question-Answer Printed Matter/General Info. in Voucher *Prepare basic Party-Line Document Gary School City Directory Agencies *Directory of Civic & Govt. Agencies, Gary, Indiana *Mayors Office/Chamber of Commerce	Dr. Battle " School City *Rosemary Dorney - list of groups James Fallace Dr. McAndrew/ Dr. Battle Emmett McCullough/ Homer Simpson		
1.02 Board Members	a. Meetings 2nd and 4th Tuesday of each month - 7:30 PM b. Two mailings Sat. before c. Informal Meeting Pre-Discussion d. Agenda	IAUE would make request through Supt. to attend informal meeting. At informal take request to get on agenda of formal mtg. Make presentation at Bd. mtg.	Dr. McAndrew		

Program Requirement/ Activity	Methods	Process/Vehicles/Staff	Source/Contact	Time/Due Date	For Office Use Only Costs
1.02 Board Members (cont.)	e. Combined Bd/Admin. Meetings		Dr. McAndrew		
	f. Town Hall Meeting following each Bd. Meeting - Public Participation				
	g. Special Bd. Meeting Limited to Voucher		Dr. McAndrew		
1.03 Teachers	a. School Faculty Mtgs. once a month	Forum-type Agenda Contact with each principal	Each Principal/ each school		
	b. Admin. Bulletin	" " " "			
	c. Gary Classroom Teachers Assoc. (GCTA)	Gary School Directory	Joy Patchnick		
	d. AFT Local #4		Chuck Smith		
1.04 Parents	Parents Organizations PTA in schools Citywide groups Door to door contact Coffee Klatches	Verbal-Presentations Meetings Mail-outs Flyers Grapevine	Jos. Chapman Parent Coordinator		
2.00 Formulation of 15 member Pre-Planning Voucher Board					
a) Governor's Office rep.	a) Bd/Ed Appoints (or)	1. Bd. requests submission of names in accordance with decided upon distribution.			
b) Mayor's Office rep.	b) Appointive General (or)				
	c) elective				

Program Requirement/ Activity	Methods	Process/Vehicles/Staff	Source/Contact	Time/Due Date	For Office Use Only Status
2.00 (cont.)					
c) Board/Ed. School Trustees	Spell out Function of Bd.:				
d) Target Area rep		2. Bd. Appoints persons from total applicants.			
e) School Admin.		3. Limit submission of 2 names - Bd. selects from these.			
f) Teachers					
g) Pvt/Parochial School Rep		4. Pre Planning Bd. - should sever relationship with Bd. of school trustees after completion of Phase I.			
h) University					
i) Chamber of Commerce (city planning)		5. Bd. becomes autonomous in Phase II.			
j) Gary Bar Assn. *Lake County Legal Councils		6. Pre Planning Bd. will become Voucher Board.			
k) Students-Gary Youth Forum					
l) OEO Rep.					
3.00 Identification of Target Population					
3.01 Identify 7500-1500 children of elementary school age	3.01 Demographic	3:01 Census tract information; i.e., identify residence of age 5-11	U.S. Census Bureau 1970 Census tracts Univ. of Chicago for 5th run tapes		

[illegible]	Methods	Process/Vehicles/Staff	Source/Contact	Time/Due Date	For Office Use Only Costs
3:02 Identify Elementary Schools	3:02 Demographic Survey of Schools	3:02 List Name and Location of public, private and parochial schools including contact person	3:02 Ben Luna Dr. McAndrew		
3:03 Describe children according to: 1) [illegible] 2) [illegible] 3) [illegible] 4) [illegible] characteristics [illegible] background	3:03 Demographic Survey of Schools	3:03 Develop form(s) for procuring this information from public, private and parochial schools	3:03 Ben Luna Dr. McAndrew (contact person from 2:02)		
3:04 Describe Schools according to: 1) Type: public, private or parochial 2) Type by ethnicity 3) Type by ethnicity and grades 4) Type by teacher qualification by grade 5) Type by teacher qualification 6) Type by Number of graduates from [illegible]	3:04 Demographic Survey of Schools	3:04 Develop form(s) as described above.	3:04 Same as above		

Program Requirement/ Activity	Methods	Process/Vehicles/Staff	Source/Contact	Time/Due Date	For Office Use Only Costs
3.04 (continued) 8) Type by part time or full time teacher 9) Type by part time or full time teacher by grades 10) Type by student teacher ratio 11) Type by Student teacher ratio by grades 12) Type by Student's scores on cognitive tests 13) Type by student's scores on cognitive tests by grades preferred breakdown	3:04 (continued) same as above	3:04 (continued) same as above	3:04 (continued) same as above		
4.00 Identification of Stakeholders in Education Voucher System 4.01 List Stakeholders A. Educational 1. Administration 2. Teacher 3. Students 4. Parents 5. Others 6. Civic Organizations 7. Political organizations	4:01 see as described in information campaign	4:01 see as described in information campaign	4:01 see as described in information campaign		

[illegible]	Methods	Process/Vehicles/Staff	Source/Contact	Time/Due Date	For Office Use Only costs
4.02 Elicit and describe the stakeholder-[illegible] suggestions and attitude toward the voucher	4.02 Study particular public with reference to their awareness, orientation and acceptance of the voucher or better still a particular voucher system.	4:02 Interview and questionnaires (use Jencks Study as a base for constructing questions.	4.02 Rely on information collected in information campaign as a point of departure for source info.		
5.00 Hold workshops as described in proposal a) defining criteria for the voucher b) design of the voucher c) educational program options under the voucher system d) organizational (now schools) options under the voucher system e) legal, political and sociological issues in establishing a voucher system f) organizing the Education Voucher	5:01 Lectures and discussion groups a) " b) " c) " d) "	5:01 IAUE staff and invited speakers a) " b) " c) " d) "	5:01 Dr. Malvin Moore (a) b) Mr. Lloyd Hunter c) Dr. Frederick Rodgers d) Dr. Stanley Crockett e) legal counsel (to be selected) f) Mr. Lloyd B. Hunter Mr. Charles E. Wilson Dr. Montague Oliver Mr. Robert Bothwell Legal Counsel		

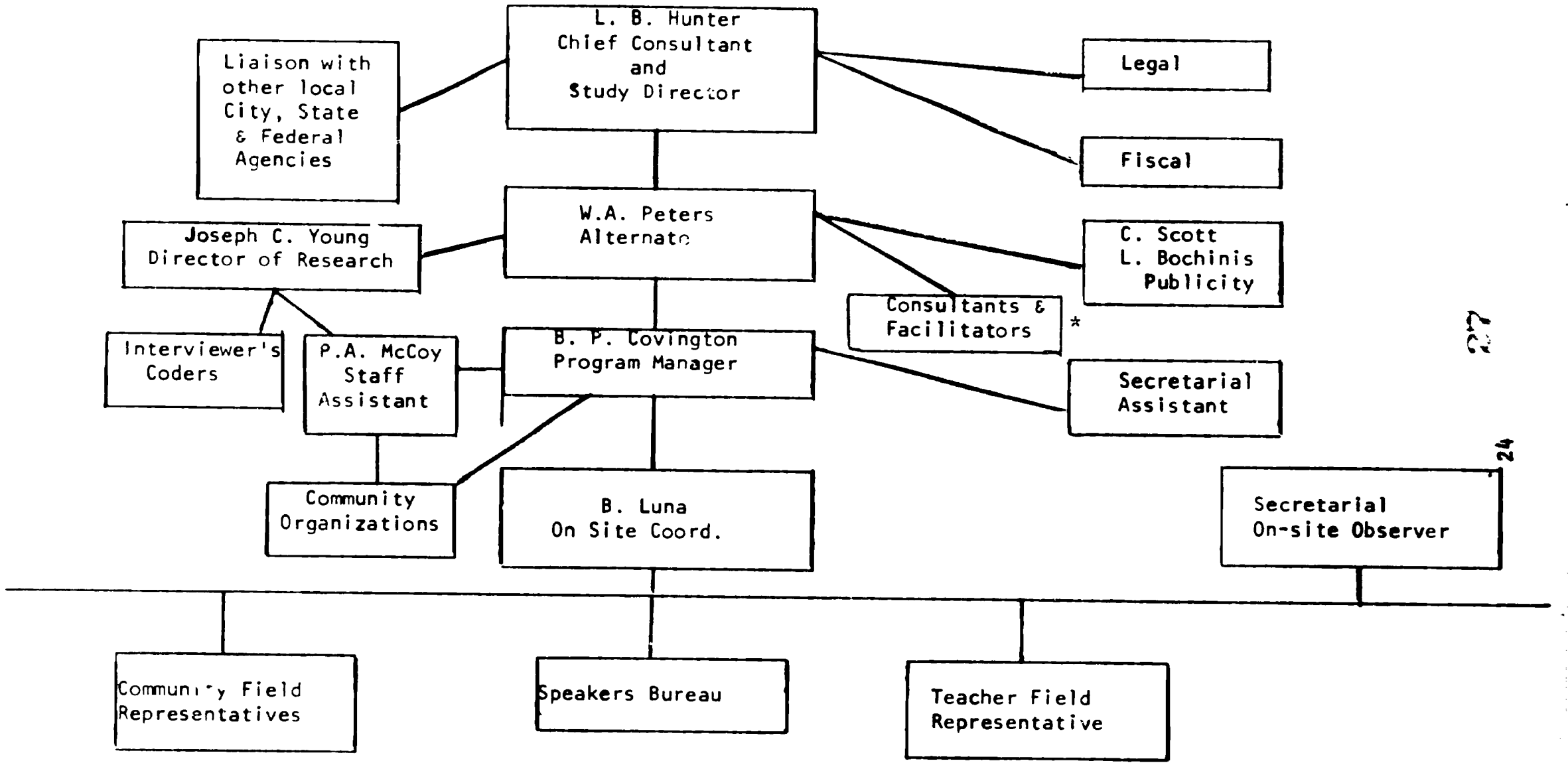
Program requirement/ activity	Methods	Process/Vehicles /Staff	Source/Contact	Time/Due Date	For Office use Only costs
5:01 For each session, information should be collected on the participants attitude or reaction to a. defining criteria b. design of the voucher c. educational program options d. political and sociological issues e. legal issues f. organizing the EVA	5:02 a study of attitudes and perceptions	5:02 Interview or questionnaires	5:03 Interview all participants except lecturers		
6:00 <u>Conduct City-wide and community based forum and door-to-door campaign</u> 6:01 City Wide and community based forums	6:01 Hold special meeting through existing organizations or channels constructed for that purpose.	6:01 a) Hearing at School Board Meetings b) Meetings at religious and social organizations 1-Church 2-Gary Bar Association 3- Union Meetings	6:01 a) Dr. McAndrew b) 1. Church leader(s) Minister(s) e.g., Monsigneur Melvage 2. Representative of Bar Association 3. Charles Smith Joy Patchnic		
6:02 Conduct door-to-door campaign	6:02 Use information collected from school brochures, etc., to inform people of voucher and test to see whether they make choices and what kind.	6:02 Interview/Questionnaire mocked voucher school campaign	6:02 Dr. McAndrew and heads of other private and parochial schools.		

Program Requirement/ Activity	Methods	Process/Vehicles/Staff	Source/Contact	Time/Due Date	For Office Use Only costs
7:00 Identify the tentative structure and procedure for managing the program					
7:01 Identify criteria for selecting the particular type of voucher system model that will obtain in Gary	7:01 Workshops	7:01 models and see how they could be applied to Gary	7:01 All interested heads of educational institutions		
7:02 Examine bookkeeping proceedure under selected systems	7:02 Educational Administration Survey	7:02 Interview/Questionnaire	7:02 same as above		
7:03 Examine cost of Bookkeeping procedure	7:03 same as above	7:03 same as above	7:03 same as above		
7:04 Examine possible administrative needs and costs	7:04 same as above	7:04 same as above	7:04 same as above		
7:05 Examination of other costs such as transportation, information collection and dissemination, etc.	7:05 same as above	7:05 same as above	7:05 same as above		

Program Requirement/ Activity	Methods	Process/Vehicles/Staff	Source Contact	Time/Due Date	For Office Use Only costs
7:06 Description of information dissemination system	7:06 same as above	7:06 same as above	7:06 same as above		
7:07 Description of local school boards and other schools relationship to EVA	7:07 same as above	7:07 same as above	7:07 same as above		
8:00 Analysis of Data					
8:01 Demographic Data on Target Population	(see 3:01)	IAUE Personnel Gary City	LBH JCY B. Luna Dr. MacAndrew Dr. Battle		
8:02 Data obtained from workshops and forums	(see 5:01)				
8:03 Data obtained from interviews of stakeholders	(see 3:02 and 4:01)				
9:00 Write application for technical planning funds IF INDICATED as a result of analysis of data	Obtain latest OEO Guidelines Compare data with Guidelines Meet with Necessary stakeholders (OEO, Gary officials, etc.)	Develop and prepare application if indicated with constant input from all stakeholders to ensure that it meets needs of Gary's residents.	OEO Staff Gary Personnel Stakeholders etc.		

APPENDIX B

STAFF ORGANIZATION CHART



* Consultants & Faciliators - See Appendix G

APPENDIX B

INFORMATION KIT

Reprinted from OEO Pamphlet 3400-1
January 1971

A PROPOSED EXPERIMENT IN EDUCATION VOUCHERS

Office of Economic Opportunity

INTRODUCTION

The education system of this country probably is performing better today than it has at anytime in the past, yet there is also growing public dissatisfaction with that system. This is particularly true among the poor, the segment of our population that is more dependent than any other on the school system. For the disadvantaged, the nation's schools can be viewed as an essential means of equalizing opportunities and as a vital contributor -- perhaps the main contributor -- to their children's future. In many instances, however, it would appear that the nation's schools are failing to meet the needs and expectations of the poverty population.

In school system after school system, enormous numbers of poor children are far behind the skill levels judged to be appropriate and indicative of future competence in our society. At the same time, it is clear that current compensatory efforts to improve the education offered to the poor generally have failed to live up to their expectations. The Federal Government in the current fiscal year will spend more than $1 billion on programs funded under Title I of the Elementary and Secondary Education Act. Testing, administered before and after these programs for the "educationally disadvantaged," indicates that only 19 percent of the children showed significantly improved reading skills, while the remaining 80 percent continued to fall behind their nonpoor classmates, some at even faster rates than would normally be expected.

Yet the relationship between poverty and education is unmistakable. While 11 percent of all Americans 14 and older are poor, the incidence of poverty among those with less than six years' education is 34 percent. The incidence is six percent for those with a high school education. To put it another way, the median years of schooling completed by all individuals in our society is now slightly more than 12. For poor persons, the median is a little less than nine years.

It is readily apparent that the educational system is failing the poor -- both by failing to provide adequate skills and by failing to retain children in school.

One reason for this disparity could well be that poor parents have little opportunity to affect the type or quality of education received by their children. The poor have no means by which to make the education system more responsive to their needs and desires. More affluent parents usually can obtain a good education for their children because they can choose schools for their children to attend -- either by deciding where to live or by sending the children to private schools. Poverty and residential segregation deny this choice to low-income and minority parents.

The Office of Economic Opportunity therefore has begun to seek a means to introduce greater accountability and parental control into schools in such a way that the poor would have a wider range of choices, that the schools would be encouraged to become more accountable to parents, and that the public schools would remain attractive to the more affluent.

This has led to consideration of an experiment in which public education money would be given directly to parents in the form of vouchers, or certificates, which the parents then could take to the school of their choice, public or nonpublic, as payment for their children's education.

While the basic idea is relatively simple, it is clear that the details of a workable demonstration are very complex indeed. Therefore, the OEO contracted with the Center for the Study of Public Policy in Cambridge, Massachusetts, to do an intensive study of the subject: to define the problems more clearly, to examine different types of education voucher systems, and to suggest a specific system that would maximize the advantages and minimize the disadvantages of the concept.

THE ISSUES

The Center and others familiar with the vouchers concept see it as a means of effecting a number of advantages for the poor: -- Individuals would have greater freedom within the public education system because they would not be required to accept standardized programs offered in assigned public schools. Middle income and poor parents would have much the same freedom to choose schools that wealthy parents can exercise.

-- Parents would be able to assume a significant role in shaping their child's education, thus renewing the family's role in education and resulting in concomitant improvement in the attitudes of both parent and child.

-- A range of choices in the schools would become available. Small new schools of all types could come into operation --

Montessori, Summerhill, open classroom, and traditional style schools, among others.

-- Administrators and teachers could arrange their curricula to appeal to a particular group or to reflect a particular school of thought on educational methods. Schools could emphasize music, arts, science, discipline, or basic skills. Parents not pleased with the emphasis of one school could choose another. Thus, public school administrators and teachers would be freed from the necessity of trying to please everyone in their attendance area, a practice that often results in a policy that really pleases no one.

-- Resources would be more accurately channeled directly to a target group, the poor, since funds would follow the child holding the voucher.

-- A form of accountability to parents would follow the child holding the voucher.

-- A form of accountability to parents would be introduced since parents would be free to withdraw their children from the school if it did not perform in accordance with their desires.

Critics of the voucher system argue that:

-- The voucher system could be used to promote economic segregation within the schools because well-to-do parents could add money to the vouchers and thus be able to choose schools that charge additional fees. If this occurred, the vouchers would effectively become a subsidy for the rich and for middle class persons.

-- Vouchers could lead to racial segregation within the schools. However, where voucher systems have been tried to this end in the South, the courts have found this use unconstitutional.

-- The system would lead to public support of religious instruction, thus violating the prohibitions of the Constitution.

-- Use of a more nearly free market in education would lead to false claims by educators that would mislead and misinform an unsophisticated public. In short, hucksterism would enter the educational market.

Others also question whether parents, particularly low-income parents, have the capability and desire to choose sources of education for their children. In addition, there is concern about the feasibility of administering a voucher system and about the financing of new alternatives to existing sources of education. Finally, many wonder whether a voucher system would jeopardize the public schools, which might be forced to become schools of the last resort.

THE PROPOSAL

The voucher model proposed by the Center for the Study of Public Policy seems to retain the advantages cited by advocates of a voucher system while eliminating most of the problems cited by its opponents. This model is based on the premise that an unregulated voucher system, the form most often discussed in the past, could lead to all the problems listed above. The Center, however, indicated that

the education marketplace could be regulated so as to eliminate the difficulties and retain the system's popular advantages. The Office of Economic Opportunity, after reviewing the potential merits of a regulated voucher system, has decided to test a system that would include regulation, as follows:

-- No school may discriminate against pupils or teachers on the basis of race or economic status, and all schools must demonstrate that the proportion of minority students enrolled is at least as large as the proportion of minority applicants.

-- Schools must be open to all applicants. Where more students apply than can be accepted, some portion (perhaps half) of the students may be selected by any criteria, except race, that the school wishes. Some schools may want to give preference to siblings of children already enrolled, to children of a particular neighborhood, to children with certain capabilities or interests, or to children of particular religious faiths, for example. For the remaining positions, the choice from among applicants must be on a fair and impartial basis, for example, by lottery.

-- The school must accept the voucher as full payment for all educational services. In other words, no school may require parents to make additional payments out of pocket. Schools may seek additional sources of funds from the government, foundations, or interested citizens and parents, but in no case can the admission of a child to the school be

conditioned upon such contributions on the child's behalf.

-- Parochial schools will be permitted to participate in the experiment only if the arrangements for this participation can be made so as not to violate their state's constitution or the U.S. Constitution. They also would have to comply with all rules, including the requirement for open admissions procedures, that will apply to other schools in the experiment.

-- All schools must make available to parents information about such matters as the school's basic philosophy of education, number of teachers, teacher qualifications, facilities, financial status, and pupil progress. In short, schools must provide sufficient information to parents to enable them to make wise decisions when they select schools.

-- The value of the voucher will be supplemented for the poor -- and, perhaps also for educationally disadvantaged -- children. This will serve as an incentive for schools to admit these children and serve to ensure that free choice exists in fact for all students.

These regulations will be enforced by a locally selected Educational Voucher Agency (EVA), which also will be responsible for the day-to-day administration of the voucher system. The EVA will distribute vouchers to all eligible students and [illegible] by qualifying [illegible]. The EVA may be the normal board of education augmented by [illegible] or may be a new board empowered to receive funds from the local school system and disburse them to parents.

The experiment, to be mounted in several communities, will include only elementary children. This period is crucial in the development of the child's basic skills and learning motivation. It is also a time when the parents are particularly concerned with their children's education. In addition, since it is hoped that additional sources of education will be developed within the community, the elementary level is desirable because it reduces the capital necessary to start new schools. There is substantial evidence to suggest that elementary school facilities are less expensive than those for the intermediate or secondary level.

All elementary school children in the experiment areas will be eligible to receive the vouchers, which can be used at any school meeting requirements to be established by the communities. The EVA will make every effort to provide parents with information and counseling, and other types of technical assistance, to facilitate parents' choices.

The bulk of the funds would come from existing and projected state and local education revenues, which would be distributed on a perstudent basis. The Office of Economic Opportunity plans to provide the extra funds for compensatory payments for poor children, and would pay the additional costs of educating students not now in the public schools. These costs would be roughly equal to current per pupil expenditures. In addition, the OEO would finance the extra costs occasioned by setting up and administering the voucher system, and would provide transportation funds, so that students

would not be limited to neighborhood schools. It is not, however, the intention of the OEO to reduce the burden of local taxpayers by substituting Federal funds for state and local funds.

STATE AND LOCAL INVOLVEMENT

A voucher demonstration cannot succeed without broad-based local support and the cooperation of key state officials and institutions. At the local level:

-- The major initiative should come, as it has in the past, from the local community.

-- Support from the present public school board and superintendent is paramount.

-- Ideally, the decision-making process will include teachers, the mayor's office, the local Community Action Agency, and all other concerned segments of the community. This involvement will be encouraged at the preliminary, planning, and demonstration stages.

The final form of the demonstration will reflect the thinking of all these forces at the local level. The Office of Economic Opportunity will not impose a definitive model.

At the state level:

-- Clearance will be sought at each stage from the Governor, as required by the Economic Opportunity Act.

-- The state department of education will be asked to participate in planning and monitoring the experiment.

-- In most cases, the state legislature will be asked to enact enabling legislation.

THE AGENDA

The Office of Economic Opportunity is awarding relatively small grants for preliminary feasibility studies to several communities, and will continue to consider additional communities for later grants of this nature. These grants will enable the communities to prepare demonstration proposals and complete feasibility studies.

By late spring, 1971, the Office of Economic Opportunity will consider the proposals prepared under the initial preliminary grants and award larger planning grants to several of the communities. These planning grants would finance more detailed, intensive full-scale planning for the demonstrations.

If all legal and administrative considerations can be satisfied in time, the demonstrations will begin in the fall of 1971; if necessary, however, the starting date will be postponed until the fall of 1972. To permit the formation of new schools, the demonstrations will continue for about five years.

THE QUESTIONS

It is important to emphasize that the Office of Economic Opportunity is not an advocate of education vouchers. Rather, the Agency believes the concept holds enough potential for the poor to merit testing. Among the more important questions to be answered by the experiment are:

-- Will the parents, and the community as a whole, feel that their needs are met by the education offered under a

voucher system?

-- Will the education of children be improved?

-- Is a regulated voucher system administratively feasible?

-- Will a voucher system result in improved integration patterns i.e., are racial and economic integration fostered? Is a voluntary system of this sort more satisfactory to all concerned than involuntary bussing?

Other questions to be considered both during the planning and during the demonstration periods are:

-- Do meaningful alternatives to the existing public school system actually occur under a voucher system? How do these schools find the necessary capital for start-up costs?

-- Do low-income parents feel confortable exercising this degree of influence over their child's educational future?

-- Can hucksterism be avoided?

-- Is the impact of vouchers on the existing public schools beneficial?

-- Do compensatory payments offer adequate incentives for schools to accept children who are difficult to educate?

-- Can the admissions procedures outlined above work?

-- What is to be done about latecomers, transfers, dropouts, and so on?

-- How can the job security of tenured teachers be protected?

-- What kinds of changes and administrative procedures

within the current public schools will be required to allow them to respond to the interest and needs of the community?

-- What sort of counseling should be provided to permit parents to make wise decisions about the schools, and how should this help be provided?

The first test of the voucher system will, of course, be this experiment. The final judges will be the parents, state and local officials, educators, and representatives of the poor who will participate in the experiment and who will have the opportunity to examine the voucher system on a firsthand basis. They will make the final judgment as to the desirability or nondesirability of adopting such a system on a permanent, operational basis.

QUESTIONS ON VOUCHER EDUCATION

1. What is an Educational Voucher?

An educational voucher is a redeemable coupon worth the cost of a year's schooling for a child. It is given to parents who turn it in at the school of their choice, the school then receives the cash equivalent of the voucher for the education of the child.

2. How is the value of the voucher determined?

The value of the voucher would initially equal the per-pupil expenditure of the public schools in the area (approximately $800 in Gary). In addition, there would be a compensatory payment for schools which took children from families whose income falls below a certain level.

3. How and where can the voucher be cashed in?

The voucher can be cashed in at the Education Voucher Agency (EVA). This agency would be established to administer federal, state and local education funds. It would distribute the voucher to parents and would then pay money to schools in return for vouchers. In addition, it would pay parents for children's transportation costs to the school of their choice.

4. Why is the School City of Gary interested in studying the possibilities of instituting a voucher program?

The City Administration and School City of Gary have expressed interest in testing the feasibility and advisability of the voucher program because it may present an alternative learning process which might improve upon the existing system of education in Gary. It is felt that it

may prove beneficial to those students who might not have had equal schooling opportunities due to race or financial status as well as improving the general level of education in Gary. The feasibility study, however, in no way commits the Gary School City to eventual participation in a voucher program.

5. Why was Gary selected as a site for a feasibility study?

On September 8, 1970, the Board of School Trustees approved a feasibility study of vouchers. On the basis of their approval, School City requested and received from the Office of Economic Opportunity (OEO) a small planning grant to explore the possibilities of a voucher in greater depth.

6. Would a voucher program necessitate busing?

The need for additicnal student transportation within Gary would depend upon the choice of individual parents. It is generally thought that if a voucher system is to be successful, busing would have to take place. However, this is a theoretical viewpoint and the final decision would depend upon certain characteristics indigenous to the area -- the final choice always being that of the parent.

7. What are the major benefits of a voucher program?

1. To improve the education of children, particularly disadvantaged children.
2. To give parents and particularly disadvantaged parents, more control over the kind of education their children get.

8. What choices can a voucher program give to parents in selecting a school for their children?

Under the voucher system a parent can elect to send their child to a) a public school

b) a private school

c) a parochial school

d) or parents can form their own school

e) or send their child to a profit making organization or agency that is willing to educate their child.

9. Can a voucher system improve the public schools?

At present, only relatively affluent parents or those that are affiliated with low tuition church schools have an alternative to the local public school. Under a voucher program, if parents did not like the education their child was receiving in one school (or if the child did not like it) they could choose to transfer their child to a better school. By fostering both active parental interest and educational variety a voucher system should improve all participating schools, both public and private.

10. How would a voucher program affect the teachers in participating schools?

Teachers in participating schools cannot lose their jobs due to the voucher system. If theirs is a school where attendance has dropped considerably teachers and administrative staff will have to be more innovative and concerned

about the type of education students receive and the way in which they are taught.

11. What will aid in determining the target area?

According to OEO the site should contain 7,500 to 15,000 elementary school children in an urban environment that has a sizable disadvantaged population. It would be desirable if the area was also mixed racially, economically, and ethnically.

12. How will minimum educational standards be affected by an educational voucher program?

Schools with minimum education standards will be forced to have quality education in order to keep a certain number of students in attendance. If the quality of education is poor pupils can select a better school to attend, thus putting schools in healthy competition with one another.

13. Will legislation be required to make a voucher program possible?

Legislation will be needed to set up the EVA (Education Voucher Agency), to change curriculum if need be, and voucher schools will be required to meet the same responsibilities in desegregation as non voucher schools.

14. Have voucher programs existed before?

Voucher programs have not been in effect in public schools as yet but similar ideas have been put forward before. In 1776, Adam Smith had an idea of giving parents money to hire teachers for their children. A few years

later, Thomas Paine proposed that state government pay poor families a small amount to get an education for their children under the age of 14. In 1953, Milton Friedman proposed a voucher idea and has been working on it. The closest vehicle to a voucher program would be the G.I. Bill in which federal funds finance higher education.

15. How can I get more information about the voucher?

A series of forums and workshops will be held in Gary during the next few months. These sessions are designed to discuss the feasibility of the voucher and the particular ramifications such a system would have in Gary. A schedule of workshop titles, dates and places will be given to all interested citizens in the near future.

March 1, 1971

Gary Post Tribune
Tuesday, March 2, 1971

Begin voucher study for schools in Gary

...OUT VOUCHERS—Gary School City ...dent Gordon L. McAndrew, second left, gestures as he explains the pro-...d educational voucher program at a ...ed press conference at the School ...ice Center Monday. Present to an-... newsmen's questions were from left, Alfonso D. Holliday II, chairman of ...Gary School Board McAndrew Lloyd Hunter, president of the Institute for the Advancement of Urban Education, (IAUE), and William A. Peters, IAUE executive vice president. IAUE was hired by the board to conduct a $20,000 feasibility study on the voucher plan, and McAndrew said Monday's press conference was the "kick-off" of the study. (Post-Tribune photo)

By ERNIE HERNANDEZ
Post-Tribune Staff Reporter

A survey that could lead to the transfer of as many as 15,000 elementary students from the Gary Public Schools was "kicked off" Monday amid the glare of high-intensity television lights.

Gary School City President Gordon L. McAndrew, in a nationally televised press conference, told newsmen the session marked the beginning of the study designed to find out if Gary can become the first community in the nation to utilize the voucher system of education.

The $20,000 feasibility study, financed by a grant from the U.S. Office of Economic Opportunity (OEO), is being conducted by a New York-based firm, the Institute for the Advancement of Urban Education (IAUE).

And IAUE President Lloyd Hunter and Executive Vice President William A. Peters were on hand to explain where and how they are conducting the study. IAUE has until April 30 to come up with recommendations.

Educational voucher is the plan by which a parent can receive a redeemable coupon, which he can use to pay for his child's education in a school outside the existing school system.

The school to which the child is transferred can be another public school, a private nonsectarin school, a parochial school or a specialized school established by a parents group or by private industry.

McAndrew revealed that the survey will seek to identify a "target area" with 7,500 to 15,000 elementary pupils. Theoretically, those pupils would be eligible for vouchers that could enable their transfer to other schools

Hunter said that area is yet to be defined. It should be "economically, socially and racially integrated" in accordance with OEO guidelines, he said. But it doesn't have to be contiguous.

Dr. Alfonso D. Holliday II chairman of the Gary School Board said that unlike many other Gary school innovations, which have been designed for poverty areas, the voucher target area should be extended to middle income areas, such as Glen Park and Miller

"They should be given the option," he said "As taxpayers, they should have the opportunity to gain in this program," he added, noting that underachievement hasn't been limited to the ghetto.

Peters is directly in charge of the feasibility study, which will include a campaign to inform the public about the program, a series of questionnaires, interviews, meetings and workshops designed to gauge the public's reaction to the plan; a study of existing and pending laws, and the formation of a 15-member pre-planning voucher board of "stakeholders"

Peters said "stakeholders" is the OEO name for the community. It stands for students, teachers, civic groups, officials and concerned citizens

The board will consist of representatives of the governor, mayor, school board, school administration, teachers, parochial schools Indiana University, the Gary Chamber of Commerce, students, Model Cities PTA the Latin Coalition Metro Corps, the Reciprocal Education Program Council and others

I A U E could recommend that the voucher program be utilized in Gary, and the Gary School Board could follow that recommendation by applying for a grant from OEO.

If OEO approves a grant for Gary, the city would probably be the first in the nation to experiment with the plan The program would be for five to eight years So far two other cities — Alum Rock, Calif and Seattle, Wash — also are engaged in similar feasibility studies

McAndrew said the voucher plan, sometimes compared to the GI Bill of Rights, "introduces a choice factor to the elementary schools, just as there is a choice in college"

Thus, a parent can select the school to which his children will go, he said. He will no longer be limited to the neighborhood public school

McAndrew said he "preferred" to see that all institutions that participate in the program be within Gary But schools outside the city wouldn't be prevented from participation.

If the program is adopted, an Educational Voucher Agency (EVA) would be formed. It would be in charge of selecting and approving participating schools and providing the vouchers for the transferring pupils.

A voucher in Gary would amount to about $800 a year per pupil. In addition, the EVA would provide transportation costs for the pupils and schools accepting children from low income families would receive "compensatory" sums of about $400 a pupil per year.

CHICAGO TRIBUNE, THURSDAY, FEBRUARY 18, 1971

Education Voucher Project Studied by the Gary School System

BY LUCI HORTON

Gary school system researchers are involved in a study with outside investigators to examine the feasibility of an education voucher experiment for Gary. The experiment, if effected, would provide low-income families with the means for enrolling their children in the school of their choice—whether public, private or parochial

"The purpose of the study generally is to see whether or not it would be desirable and workable to have a voucher system in Gary," Ben Luna, a research assistant for the Gary schools, explained.

Under a voucher system, public education money would be given to parents in the form of vouchers or certificates which could be taken to the school as payment for their children's education.

The Office of Economic Opportunity has awarded the School City of Gary a $23,022 grant, being matched by a school system contribution of $5,808, to study Gary as a possible site for the test project. Members of the Institute for the Advancement of Urban Education are assisting local school researchers in conducting the study.

"There is no way to recommend a voucher system for Gary until this study is completed," Luna said. If the project appears to be feasible, the school board will draft a project plan. The OEO would subsidize the vouchers for the children of poor families for the experiment, which could run up to five years.

Luna said the study group will conduct an extensive public information campaign on what a voucher system would entail; will attempt to identify a proposed target area for participation in the program; and conduct a workshop for community representatives to gauge public attitudes concerning use of education vouchers.

"We're looking at a system in which a person might elect to go to any school in three groups of schools from the public, private or parochial sector," Luna said. "The amount of the voucher or certificate would be the same value as the student's expenditures for the school year."

An agency would have to be established to dispense the vouchers, Luna said. After the vouchers are presented, school administrators would return the vouchers to the agency and receive cash.

Luna admitted that such a system could cause overcrowding in schools. The problem could be resolved by moving a student to his second choice if his first choice had no room.

Too, the voucher experiment will include only a target area with a target population if effected. Luna emphasized. "This will only include kindergarten thru sixth grades."

"We won't know what effect the program would have on the students it would aid until after the experiment is conducted" Luna said. "I wouldn't say that I am in favor of a voucher system until after the study is completed," he continued.

Gary was the first city to receive federal funds for a feasibility study altho two other cities since have received grants to make similar studies.

"There have been voucher systems elsewhere in the United States: they've had them in the South, for example. But the systems were found to be unconstitutional by the Supreme Court." Luna noted, explaining that the systems were used to segregate rather than integrate.

Altho many national educational groups have opposed the voucher plan, "we haven't felt the pressure from such opposition locally," Luna said, "but I'm sure we have that to look forward to."

Gary Post Tribune
Thursday, March 11, 1971

Latins name aide for voucher unit

Gary's Latin Coalition Wednesday named Tom Miranda as its representative on the pre-planning board of the voucher education program.

Miranda, director of the bilingual education and Latin family education programs at Jefferson School, was named at the coalition's regular meeting at El Corral Restaurant.

Juan Silvas, a member of the coalition and an active member of the Jefferson PTA, was named an alternate.

The voucher program, which would provide money for parents to transfer their children to schools outside the Gary Public Schools system, is being considered by the Gary School Board, and a feasibility study is being conducted by the Institute for the Advancement of Urban Education of New York.

The study calls for a 15-member pre-planning board consisting of community leaders.

The coalition, with the Rev. Gerald Stacey as chairman, also prepared plans for a mass meeting of Latin residents with school officials at the new Jefferson school

The date of the session, which will be on a Sunday in April, wasn't dete mined. A tour of the new school also was planned.

The community's Latin leaders also decided to support Miranda's plan to establish the week of May 2 as Latin American History Week in Gary. Mayor Richard G. Hatcher will issue a proclamation designating such a week, the coalition was informed.

The week's activities will include a parade, an art festival and special presentations depicting the role of Spanish-surnamed persons in American history.

The Rev. Fernando Rivera notified the coalition of 12 vacancies in the Concentrated Employmnet Program (CEP) Manpower Advisory Board, and four vacancies in the Model Cities Residents Committee. He urged Latin residents who are interested in these positions to apply.

Jack Azcona, Gary civil defense director, reported on Spanish-surname employment in Gary and said 120 are employed by the Gary Civil City.

THE GARY POST-TRIBUNE: Mon., March 8, 1971

'Voucher' education to be explained here

"Voucher" education and its effect on Gary will be the topic of a workshop at 7 p.m. Wednesday at the Technical-Vocational Center.

The Institute for the Advancement of Urban Education (IAUE), which is conducting a feasibility study of the voucher plan, will present the workshop.

"Voucher" education is a plan under which a parent can receive a redeemable coupon to pay for the education of his child at a school outside the public school system.

Specific topic at the workshop will be "Defining Criteria for the Voucher System." How a voucher plan would work will be discussed.

The Center for Public Policy of Cambridge, Mass., which developed the plan for the U.S. Office of Economic Opportunity, will send three spokesmen to the workshop.

They are Robert Bothwell, Joel Levin and Judy Areen.

Lloyd B. Hunter, president of IAUE, also will be present to discuss the feasibility study.

IAUE expects to recommend, by April 30, the area to be served by the voucher program, the number of pupils to qualify for voucher transfers, and the schools outside the Gary public school system to participate in the program.

The recommendation will be based on studies made by IAUE staff members and on workshops gauging public opinion on the program.

THE GARY POST-TRIBUNE:
Wed., Mar. 10, 1971

Workshop series to look into 'voucher plan'

A series of seven workshops designed to find out if the educational voucher plan is feasible in Gary starts tonight.

Lloyd B. Hunter, president of the Institute for the Advancement of Urban Education (IAUE), which is conducting the study, said the 7 p.m. session at the Technical-Vocational Center will attempt to explain the voucher plan.

The public is invited to the session, and IAUE, which has set up an office at Carver School, is calling on citizens to inquire about vouchers by calling the office.

Voucher is the plan by which a parent can receive a redeemable coupon, to pay for the education of his child at a school outside the public school system.

Hunter said the other workshops will be on March 17, March 24, March 31, April 7, April 14, and April 21.

In addition, there will be four forums in which the issue of voucher education will be debated by local and out-of-town speakers.

The first forum will be March 19 at West Side High School. It will include four speakers — two for the feasibility study and/or for the voucher plan and two who oppose either the study or the plan.

"We want to establish public debate, to develop interaction, so that the people will know what the plan is about and will react knowingly," said Hunter.

The other forums will be April 2, April 16 and April 28.

The IAUE is conducting the $20,000 feasibility study for the Gary School Board. If the study shows that the voucher plan is feasible, the institute will recommend that the school city proceed by applying for demonstration grants from the U.S. Office of Education.

But Hunter made it clear his organization won't recommend the program unless it's feasible, hence the widespread information campaign.

IAUE is expected to issue its report and recommendation on April 30. If it appears by mid-April that the voucher idea can't be applied in Gary, "that'll be the ball game," said Hunter.

IAUE conducted a "speaker's bureau" conference at the Holiday Inn (U.S. 12-20) Monday evening. He said speakers who will discuss the voucher plan before PTAs and other groups were given materials about the plan.

Meanwhile, a pre-planning voucher board, with 15 members, is being formed. Eleven have been named by their respective groups, and the entire membership will be announced next week, said Hunter.

The board will help IAUE formulate its recommendation. If voucher education becomes a reality in Gary, the board would form the nucleus of an educational voucher agency which would determine rules for the program.

The board also will help determine the "target" area of the voucher program. It is expected to be an area with 5,000 to 15,000 elementary school pupils.

WORKSHOPS AND FORUMS, OUTLINES AND SUMMARIES

Workshop # 1

Title: Defining Criteria for the Voucher System

Facilitators:

Mr. Robert Bothwell - Center for Public Policy and Planning

Miss Judy Areen - Director Education Voucher Study-Center for Public Policy and Planning

Mrs. Virginia Koehler- Program Manager Education Voucher Study OEO

Mr. Lloyd B. Hunter - President, IAUE

Objective: To have the participants begin to define possible criteria for the Education Voucher System in Gary

SUMMARY: Mr. Hunter presented a description of the Education Voucher Feasibility Study outlining the purpose of the Workshops/ Forums scheduled for the duration of the Study.

After a brief statement on the Education Voucher System by each of the facilitators, the participants were divided into groups to discuss and begin defining the criteria necessary for establishing an Education System in Gary.

The participants reconvened for a general question and answer period. The questions asked were concerned with:

1. Administration of the Voucher
2. Accountability - to parents, teachers, administrators, students.
3. Separation of Church and State
4. The use of public funds
5. Segregation

(see pages 60-69)

WORKSHOPS AND FORUMS, OUTLINES AND SUMMARIES

Workshop # 2

Title : Design of the Voucher

Facilitators:

Mr. Robert Bothwell -	Center for Public Policy and Planning
Mrs. Virginia Koehler -	Program Manager Education Voucher Study OEO
Miss Judy Areen -	Director Education Voucher Study - Center for Public Policy and Planning
Mr. Joseph Young -	Director of Research - IAUE

Objective: To Illicit from the Participants Possible Recommendations for Guidelines of an Education Voucher System

SUMMARY: After an opening statement by each facilitator, the audience was divided into two groups to discuss a series of questions on the design of a voucher system developed by Robert Bothwell, facilitator.

It was generally agreed on by the two groups that they needed more information or examples of guideline systems for schools involved in the program before they could make specific recommendations. However, based on the information they already had, the participants indicated that:

1. They felt that there should be no income restriction but emphasis should be placed on the lower income.
2. Grades 1-4 would be most appropriate for the Voucher experiment.
3. The current level of $800 for the value of voucher should be increased to include the transportation cost of each participating child.

APPENDIX C

WORKSHOP & FORUM QUESTIONS

4. The groups felt that the question of who should receive the supplementary voucher monies, the disadvantaged or the educationally deprived, could not be adequately discussed at this time.

5. The administration of a voucher system should be decentralized from the public schools.

6. The target area should include all of Gary.

7. Smaller classes, adequate material and a greater freedom for teacher creativity within a convential type school was the consensus for what types of schools under the voucher system.

WORKSHOPS AND FORUMS, OUTLINES AND SUMMARIES

Workshop # 3

Title: Educational Program Options under the Voucher System

Facilitators: Miss Wendy Peter - ABT Associates

Mrs. Virginia Koehler - OEO

Mr. Dennis Doyle - Center of Public Policy

Mr. Joseph Young - IAUE

Objectives: To explore and make participants aware of the variety of programs under a Voucher System.

SUMMARY:

I The ways in which education voucher fosters diversity in educational programs.

1. Easier to get financing for new schools
2. Competition affecting poor schools
3. Avenue created for parental pressure on schools
4. Distribution of different kinds of kids in different schools

II Categorization of the different types of programs that might be initiated.

A. Programs fitting a particular groups needs, i.e.

1. Billingual programs
2. Black studies programs

B. Special interest programs plus general curriculum

1. Art
2. Dance
3. Music

C. Programs that are innovative in methods and context

D. Each speaker addressed the audience, small group discussions were initiated to discuss the above points and than the general audience regrouped following questions and answers.

WORKSHOPS AND FORUMS, OUTLINES AND SUMMARIES

Workshop # 4

Title: Organization New School Options under the Voucher System

Facilitators: Mr. Charles Wilson - New York University

Mrs. Barbara L. Wesson - Model Cities

Objectives: To determine and describe the variety of new schools that could exist under the Education Voucher System.

SUMMARY: The workshop's emphasis was to illicit from the participants new school options. Those discussed were bilingual schools, schools for the slow learners, physically handicapped and delinquents. Also discussed were the possible steps in creating new schools:

1. determining needs
2. determining ways of meeting those needs
3. establishing education programs
4. linking with private educational or research companies to aid in reading improvement and establishing programs

WORKSHOPS AND FORUMS, OUTLINES AND SUMMARIES

Workshop # 5

Title: Legal Issues in Establishing the Voucher System

Facilitators: Miss Judy Areen - Center for Public Policy and Planning

Mr. Clarence Born, Esq. - Attorney

Mrs. Barbara Covington - IAUE Program Manager

Objective: To explore and discuss the legal issues (as they relate to Gary and the State of Indiana) involved in establishing an Education Voucher System.

SUMMARY: Clarence Born with the aide of Judy Areen made a general presentation and then addressed themselves to the participants specific questions on legal issues of the following points:

1. Separation of church and state.
2. Transferal of educational funds.
3. A definition of public schools.
4. A definition of public and non public school education funds.
5. The laws of separation and discrimination in public, private and parochial schools.
6. The implications for the right to a free education as it relates to public schools.
7. The implication of choice in maintaining free education and the consequences of those rights.

WORKSHOPS AND FORUMS, OUTLINES AND SUMMARIES

Workshop # 6

Title: Political and Sociological Issues in Establishing the Voucher System

Facilitators: Barbara Covington - IAUE Program Manager

Pamela McCoy - IAUE Staff Assistant

Objective: To explore and describe the possible meaning(s) and value(s) of establishing a system of choice for parents in selecting schools and the possible reactions to their choices.

The workshop began with an opening address by Mrs. Covington outlining the format of the workshop followed by an informal discussion between the facilitators and participants.

1. Discussion of meaning of choices as it relates to:

   a. Parental involvement

   b. Accountability

   c. Teacher performance

   d. Student performance

2. Reaction to these choices by the community.

3. Discussion of the political structure that brought about the necessity for choice and the political structure that will make choice possible.

Forum I

Title: What Price Education .... What Cost Its Results?

Facilitators: Mr. Henry Casanave - National Director of Model Cities

Mr. William A. Peters - IAUE Vice President

Mr. Joseph C. Young - Director of Research - IAUE

Objective: To explore the consequences of educational systems in general and the Education Voucher System in particular.

Due to inclimate weather and small attendance, an informal discussion on the general concepts of the Education Voucher System was held between the participants and facilitators.

Forum II

Title: Schools - Who has the Choice

Facilitators: Dr. Mario Fantini - Dean - State University of New York

Monsignor Melevage - Superintendent - Diocese of Catholic Schools - Gary

Mr. Charles C. Wilson - New York University

Mrs. Barbara Covington - Program Manager

Mr. Lloyd B. Hunter - President - IAUE

Objective: To explore and describe choice behavior under the Education Voucher System.

After a request by many Forum participants expressing the desire for the pros and cons of the voucher system to be examined in more detail, the scheduled format was replaced by a debate. Dr. Mario Fantini and

Monsignor Melvage stated their positions on the voucher experiment bringing to light the basic problem of the non access ability of choice in public schools. Dr. Fantini took a con position on the voucher system stating in general that the public schools, could be developed to encompass the choices available under a voucher system.

Monsignor Melvage's positions was pro experiment and pro voucher. He felt that choice of schools by parents had to be preserved and the voucher system was a vehicle for this preservation.

After both presentations the audience participated by addressing questions to the two speakers and the panel members.

Forum III

Title: Education .... A Function of and by the People

Facilitators:

Dr. Robert Dentler - Director - Center for Urban Education

Mr. Terry Barnett - Harvard University

Mr. Fred Stern - President - Calumet Chapter ACLU

Mr. Lloyd B. Hunter - President - IAUE

Mrs. Barbara Covington - IAUE Program Manager

Objectives:

1. To explore the role of education in the life of the community and the role of the community in education.

2. To place the role for the Education Voucher System in the above context;

SUMMARY:

For the same reason as stated for Forum II the format of Forum III became a series of statements of positions by the key speakers on the Education Voucher System. After the last speaker questions were answered from the audience.

Dr. Robert Dentler identified a number of matters that he felt were vital importance to learning and teaching that would be reinforced or furthered by some parts of the voucher approach.

1. Parental involvement (responsibility)

2. Special interest

3. Equal opportunity

4. Filling of minimum standards

5. Student learning

Mr. Fred Stern addressed himself to the serious unanswered questions raised by the plan.

1. Separation of church and state

2. Federal, state, municipal monies for segregated schools

3. Dismantling public schools

Terry Barnett spoke of advantages of the voucher system.

Forum IV

Title: Education: Where to, From Here

Facilitators: William A. Peters - Vice President - IAUE

Joseph C. Young - Director of Research - IAUE

Pamela McCoy - Staff Assistant - IAUE

Phyliss Richardson - Community Research Assistant

Objectives: To summarize the activities of the Feasibility Study

Activities Described:

1. Background

   School City's involvement

2. Public Information Campaign

   1. Workshops and Forums
   2. In Home Meetings
   3. Speakers Bureau

3. Research

   a. Instrumentation
   b. Analyization

Speakers Bureau

The Speakers Bureau was formed to make available a cadre of speakers who would be able to describe and answer the questions posed on the voucher at various organization meetings throughout Gary.

The members of the Speakers Bureau attended, upon invitation, the scheduled meetings accompanied by a member of IAUE's staff. The format usually encompassed a brief explanation of the Education Voucher System proceeded by a question and answer session. This

Representative Questions asked in Workshops/Forums/
Speakers Bureau Meetings/In home-Meetings

1. ADMINISTRATIVE STRUCTUAL

1. How will the Education Voucher System affect the administrative area of education?
2. If a sufficient number of pupils move out of existing public schools, thereby virtually vacating some schools, can the vacated facilities be made available on a rental basis to new private schools?
3. If Gary decided to accept the Education Voucher Study, when would it become operational?
4. What are the necessary requirements to be a participating school under the Education Voucher System?
5. Will the Education Voucher Agency have a professional staff--teachers? evaluators? researchers?, etc.
6. Would the Education Voucher participating schools be required to advertise their programs?
7. What will be the guideline for pupil transferrals under the Education Voucher System?
8. Under the Education Voucher System what would happen to surplus teachers if a particular school became underutilized?
9. Under the Education Voucher System could teachers and/or other interested persons receive funds to establish private schools?
10. Who will decide whether or not a school participates in the Education Voucher System? The principal, parents, or the Board of Education?

11. Are there any benefits under the Education Voucher System for middle-income parents?

12. Would the Education Voucher Agency be responsible only for administering funds or would they have authority over curriculum development?

13. What changes will be necessary in the present Gary Public School System to implement the Education Voucher System?

14. Will the teachers participating in the Education Voucher System receive additional training and pay?

II. ACCOUNTABILITY

1. How will a lottery system and racial balance be worked to reach correct porportions?

2. Has it been proven that under the Education Voucher System, achievement levels will be better than in the present public schools?

3. How will parents become aware of what each different voucher school offers (alternative school designs)?

4. How will the voucher system be evaluated?

5. Could new criteria for teacher accreditation be established?

6. Will achievement standards be parrallel to or under the state curriculum regulations?

7. Can a child be transferred to another school without the parents' permission?

8. Would the Education Voucher Agency have its own curriculum standards?
9. What will parents have to know in order to select the best school for his child?
10. What happens to the average child in an innovative school?

III. CHURCH/STATE

1. Will parochial schools benefit more than public schools under the Education Voucher System?
2. If parochial schools are included in the voucher system, how will the question of the separation of church and state be dealt with?
3. If tuition is $100. in parochial schools, doesn't the $800. from the State under the Education Voucher System give more money toward religious instruction?

IV. USE OF PUBLIC FUNDS

1. For those students who do not participate in the Education Voucher System, would the state continue to supply the school district with the $800.00 per pupil expenditure?
2. Who would pay for the continuance of the Education Voucher System after the five years experimental program?
3. Would it be legal to use federal money to advertise for the schools under the Education Voucher System?
4. What is the distinction between public money going into public or private schools?

V. INCREASED COST/EXPENDITURES/TAXES

1. After five years of the Education Voucher Experiment, will School City have to pay compensatory and transportation costs if it wishes to continue under an Education Voucher System?
2. Will the Education Voucher System supplement or supersede Federal Funds such as, Title I and Title IV?
3. What affect will the Education System Voucher have on the present tax rate?

VI. IMPROVEMENT IN SCHOOLS

1. Does OEO have any responsibility to raise the standards of schools?
2. Will parents be the sole judge of a school's educational effectiveness?
3. How will parents, or even teachers, decide what quality education really is?
4. Was the idea of the Education Voucher System created to develop a competitive spirit among schools?
5. Is the purpose of the Education Voucher System to destroy public schools?
6. Why should the present school system function any better under a Education Voucher System than it is right now?
7. Is the Education Voucher System saying that the existing school system is not working?
8. Would not the Education Voucher promote teacher specialization?

VII. VALUE OF THE VOUCHER

1. Why under the Education Voucher System is there a need for OEO to add the compensatory amount for the low income child or the educationally disadvantaged child?
2. Under the Education Voucher System, if a family does not qualify for the compensatory voucher, could they get a transportation allotment?
3. Will the voucher take care of book rentals?
4. If a disadvantaged parent wished to enroll his child in a parochial school under the Education Voucher System, who would pay for the uniforms?
5. Under the Education Voucher System is transportation provided for all voucher children regardless of economic background?
6. Why is income level used to determine (compensatory) voucher eligibility?
7. If the voucher plan has as one of its goals the purpose of aiding underprivileged children, what happens if the school tuition exceeds the amount of the money needed, or given?
8. Will OEO supply supplementary money for the "disadvantaged school" under the Education Voucher System?

VIII. TARGET AREA

1. Shouldn't the Education Voucher System be open to the whole city? Also shouldn't pre-school through high school be included?
2. What happens under the Education Voucher System when a school within the target area does not wish to participate?

3. Couldn't the Education Voucher System create a mass exodus of the people, leaving the lower-income community behind? Couldn't this put Gary in a much more serious situation than it is now?
4. Will voucher recipients be allowed to enroll in only those schools in the target areas, or in all of Gary?
5. How many participating schools are being considered? Who are they? What is their capacity to accommodate incoming transfers?
6. Would the Gary model be limited to the city limits of Gary?
7. Who decides the target area?
8. What is the proposed target area? Will all pupils in that area be eligible for transfer?
9. If you were not within the target area, would your schools be affected?
10. Can receiving schools be outside the target area?
11. Will the target area only be within the inner city?
12. Do all schools within the target area have to participate?
13. What is the number of people in the target area?
14. What are the area boundaries for the possible Education Voucher Experiment?

IX. MODELS/PROGRAMS

1. Concerning the specialty schools under the Education Voucher System, would the basic educational principles of reading, writing, arithmetic, etc. be ignored?

2. Would these models be available within each neighborhood school, and would they be at each grade level?
3. Can a participating underutilized school under the Education Voucher System, develop a program that would attract parents and fill its vacancies?
4. What are the alternative educational models and curriculum options under the Education Voucher System?
5. How would the Education Voucher System handle special problems such as slow learners?
6. Besides specialty schools in the field of languages, music, art, etc., will the Education Voucher System allow for school innovation in the atmosphere of the classroom and in teaching methods?
7. Under the Education Voucher System would OEO control the kind of programmatic diversity that would develop?
8. Under the Education Voucher System will there be different curriculums in the participating schools, therefore, allowing the parent to choose whatever curriculum he felt would meet the needs of his child.
9. What does this program have in it that will help such groups as, Spanish Americans, Puerto Ricans, etc.?
10. Will it be possible, for the Education Voucher Agency, or the Gary School System, to establish specialized schools, such as Montessori, to which pupils can transfer?
11. Could Gary be presented with several Education Voucher Alternative Models and than decide which one mose adequately meets their needs?

XI. SCHOOL CITY

1. Should The City of Gary accept an Education Voucher System now or should we seek other means to correct our present educational problems?
2. Would the Education Voucher program help us with the Gary School Systems monetary problems?
3. Why is our educational system considering the Education Voucher System?
4. Does the money granted School City by OEO for the Feasibility Study stay within School City?
5. Why would School City consider putting money into the Education Voucher System rather than to use the money to improve the existing schools?
6. In reference to the diversity in schools, if, according to present state law, the school board would ultimately be the Education Voucher Agency, why can't it bring about diversity without the voucher? What's keeping them from doing it now?

XII. FEASIBILITY STUDY

1. What assurance do we have that if (Gary) agrees to Phase II of the study that we won't automatically become an Education Voucher demonstration site?
2. What effect will the data collected during the Feasibility Study have on the final decision?
3. Why was Gary selected as a possible site for the Education Voucher System?
4. At what point does Phase II, Model Development, commit Gary to becoming an Education Voucher System demonstration area?
5. Where else are Feasibility Studies being conducted?

6. Who will have the final say in making the decision as to whether or not Gary will become an experiment for the Education Voucher System?

7. If the Education Voucher System is not feasible in Gary this year, will it be possible to try again next year or later? It could be that citizens are not informed enough.

8. Would Phase II actually take a school and use the Education Voucher System as the Plan? How can you see what you want if it hasn't been tried?

XIII. ENABLING LEGISLATION

1. Under present Indiana State law, would the school Board have to be the Education Voucher Agency?

2. Do present Indiana education laws exclude parochial schools?

3. Does Indiana law specifically allow schools to compete with each other?

4. Does Indiana law permit the dispursement of public money into private institutions?

5. Does Indiana law allow the establishment of storefront schools?

6. Will Indiana law allow the Gary School Board to turn its authority over to an Education Voucher Agency?

XIV. BUSING

1. Will the busing of children under the Education Voucher System be mandatory?
2. Will the Education Voucher System pay for the busing of children?
3. If parents wanted their children to attend a voucher school in their neighborhood, would they get first choice or would they possible have to be bussed a great distance to another school in the system?

Institute for the Advancement of Urban Education
55 WEST 42ND STREET · SUITE 648 · NEW YORK, N.Y. 10036 · (212) 888-3770

EDUCATION VOUCHER
FEASIBILITY STUDY

Gary, Indiana

COMMUNITY / PARENT QUESTIONNAIRE

DIRECTIONS

This is a completely confidential survey. You have not been asked to identify yourself or give identity to any person in any of the questions asked. Answer each question as honestly as you can. When you have finished, please check through to be sure you have answered each question.

Return this questionnaire in the stamped, pre-addressed envelope that is provided.

* * * * * * * * * *

A. SEX: ( ) Male ( ) Female

B. RACE or ETHNICITY:
( ) Black
( ) White
( ) Puerto Rican
( ) Mexican American
( ) Oriental
( ) American Indian
( ) Other

please specify _____

C. MARITAL STATUS:
( ) Never Married
( ) Married Now
( ) Separated
( ) Divorced
( ) Widowed
( ) Annulled
( ) Other

please specify _____

D. BIRTH: _____
(Year of Birth)

E. EDUCATION: (Please encircle the last grade completed)

Elementary	Jr. High	High School	College	Post College
0 1 2 3 4 5 6	7 8 9	10 11 12	1 2 3 4	1 2 3 4

I. ADDRESS

Please answer this question as it relates to your present address:

1. My present address is: _____

a. ( ) Temporary
b. ( ) Permanent
c. ( ) Rented
d. ( ) Owned

2. How long have you been living at your present address?

a. ( ) Less than 1 year
b. ( ) 1-5 years
c. ( ) 6-10 years
d. ( ) 11-15 years
e. ( ) 16-20 years
f. ( ) More than 20 years

II. EMPLOYMENT

3. Are you presently employed?

a. ( ) Yes b. ( ) No

4. If YES, to #3, please indicate position or job title.

(Write in Answer)

_____
Position or Job Title

76

III. INCOME

5. What was your family's total income for the year 1970?
(CHECK THE APPROPRIATE ANSWER)

a. ( ) Less than 1,000
b. ( ) 1,000 to 1,999
c. ( ) 2,000 to 2,999
d. ( ) 3,000 to 3,999
e. ( ) 4,000 to 4,999
f. ( ) 5,000 to 5,999
g. ( ) 6,000 to 6,999
h. ( ) 7,000 to 7,999
i. ( ) 8,000 to 8,999
j. ( ) 9,000 to 9,999
k. ( ) 10,000 to 10,999
l. ( ) 11,000 to 11,999
m. ( ) 12,000 to 12,999
n. ( ) 13,000 to 13,999
o. ( ) 14,000 to 14,999
p. ( ) 15,000 to 15,999
q. ( ) 16,000 to 16,999
r. ( ) 17,000 to 17,999
s. ( ) 18,000 to 18,999
t. ( ) 19,000 to 19,999
u. ( ) 20,000 or more

6. How many people were supported on the above total income for the year 1970? (Write in Answer)

(Number of People)

7. Did your family receive public assistance during 1970?

a. ( ) Yes b. ( ) No

8. Is your family NOW receiving public assistance?

a. ( ) Yes b. ( ) No

IV. CHILDREN

9. Do you have children presently attending elementary schools (kindergarten to sixth grade), in Gary?

a. ( ) Yes b. ( ) No

10. If YES to #9, please list for EACH child the GRADE and SCHOOL that he or she is attending.

CHILD	GRADE	NAME OF SCHOOL
#1		
#2		
#3		
#4		
#5		
#6		
#7		
#8		
#9		
#10		

11. Will any of your children be attending kindergarten in September, 1971?

a. ( ) Yes b. ( ) No

12. If YES to #11, how many? (Write in Answer)

_____
Number of Children

13. Will any of your children be attending kindergarten in September, 1972?

a. ( ) Yes b. ( ) No

14. If YES to #13, how many? (Write in Answer)

_____
Number of Children

V. INFORMATION

15. When did you first hear of the Education Voucher Program being discussed in Gary?

a. ( ) This is the first time.

b. ( ) Before January, 1971

c. ( ) During January, 1971

d. ( ) During February, 1971

e. ( ) During March, 1971

16. Please indicate ALL sources from which you received information about the Education Voucher Study in Gary.

a. ( ) Radio

b. ( ) T. V.

c. ( ) Newspaper

d. ( ) Handbill

e. ( ) School Board Meeting

f. ( ) Community Group

g. ( ) Friends

h. ( ) Relatives

i. ( ) Teacher(s)

j. ( ) School Administrators

k. ( ) Children brought home information from school

l. ( ) Other (please specify)

_____

17. Is the information you now have about the Education Voucher Program:

(CHECK ONE)

( ) enough to make a decision about it.

( ) not enough to make a decision about it.

( ) undecided.

Directions for questions 18 to 26 - Please answer each of the following questions based on the information you now have on the Education Voucher Program for Gary. (Check one answer only for each question)

18. Is an Education Voucher a redeemable coupon worth the cost of a year's schooling for a child?

a.( ) Yes b.( ) No c.( ) Do not know d.( ) No Information

19. Can the education voucher be cashed in by a school at the Education Voucher Agency?

a.( ) Yes b.( ) No c.( ) Do not know d.( ) No information

20. Is a major benefit of the voucher program to improve the education of children, particularly disadvantaged children?

a.( ) Yes b.( ) No c.( ) Do not know d.( ) No information

21. Is giving parents more control over the kind of education their children get a major benefit of a voucher program?

a.( ) Yes b.( ) No c.( ) Do not know d.( ) No information

22. Under the voucher program can parents choose to send their children to a PUBLIC SCHOOL?

a.( ) Yes b.( ) No c.( ) Do not know d.( ) No information

23. Under the voucher program can parents choose to send their children to a PRIVATE SCHOOL?

a.( ) Yes b.( ) No c.( ) Do not know d.( ) No information

24. Under the voucher program can parents choose to send their children to a PAROCHIAL SCHOOL?

a.( ) Yes b.( ) No c.( ) Do not know d.( ) No information

25. Under the voucher program can parents form their own school?

a.( ) Yes b.( ) No c.( ) Do not know d.( ) No information

26. Can parents send their children to a school sponsored by a profit-making organization or agency that is willing to educate them?

a.( ) Yes b.( ) No c.( ) Do not know d.( ) No information

VI ATTITUDES AND OPINIONS

27. How desirable does the Education Voucher Program being discussed in Gary seem to you? (CHECK ONE)

a. ( ) highly desirable
b. ( ) desirable
c. ( ) not sure
d. ( ) undesirable
e. ( ) highly undesirable
f. ( ) other (please specify) _____

28. What, in your opinion, is the MOST DESIRABLE feature of the Education Voucher Program being discussed in Gary?

(CHECK ONLY ONE ANSWER)

a. ( ) It will provide the opportunity for students to go to any school.

b. ( ) It will provide support for non-public schools.

c. ( ) It will bring about improvement in schools.

d. ( ) It will make for better use of school funds.

(continued)...

28. Continued

e. ( ) It will change the present make-up of neighborhood schools.

f. ( ) Uncertain

g. ( ) Other (please specify) _____

29. What, in your opinion, is the LEAST DESIRABLE feature of the Education Voucher System being discussed in Gary?

(CHECK ONLY ONE ANSWER)

a. ( ) It will provide the opportunity for students to go to any school.

b. ( ) It will provide support for non-public schools.

c. ( ) It will bring about improvement in schools.

d. ( ) It will make for better use of school funds.

e. ( ) It will change the present make-up of neighborhood schools.

f. ( ) Uncertain

g. ( ) Other (please specify) _____

30. Would you be willing to participate in an Education Voucher Program if it were set up in Gary? (CHECK THE APPROPRIATE ANSWER)

a. ( ) Definitely yes

b. ( ) Maybe yes

c. ( ) Definitely no

d. ( ) Undecided

e. ( ) Other (please specify) _____

Institute for the Advancement of Urban Education
55 WEST 42ND STREET · SUITE 648 · NEW YORK, N Y. 10036 · (212) 868-3770

Inst. for Advancement of Urban Education

EDUCATION VOUCHER
FEASIBILITY STUDY

Gary, Indiana

COMMUNITY / PARENT QUESTIONNAIRE

DIRECTIONS

This is a completely confidential survey. You have not been asked to identify yourself or give identity to any person in any of the questions asked. Answer each question as honestly as you can. When you have finished, please check through to be sure you have answered each question.

Return this questionnaire in the stamped, pre-addressed envelope that is provided.

* * * * * * * * *

A. SEX: ( ) Male ( ) Female

B. RACE or ETHNICITY:
( ) Black ( ) Mexican American
( ) White ( ) Oriental
( ) Puerto Rican ( ) American Indian
( ) Other

_____
please specify

C. MARITAL STATUS:
( ) Never Married ( ) Divorced ( ) Other
( ) Married Now ( ) Widowed
( ) Separated ( ) Annulled

_____
please specify

D. BIRTH: _____
(Year of Birth)

E. EDUCATION: (Please encircle the last grade completed)

Elementary	Jr. High	High School	College	Post College
0 1 2 3 4 5 6	7 8 9	10 11 12	1 2 3 4	1 2 3 4

I. ADDRESS

Please answer this question as it relates to your present address:

1. My present address is: _____

a. ( ) Temporary
b. ( ) Permanent
c. ( ) Rented
d. ( ) Owned

2. How long have you been living at your present address?

a. ( ) Less than 1 year
b. ( ) 1-5 years
c. ( ) 6-10 years
d. ( ) 11-15 years
e. ( ) 16-20 years
f. ( ) More than 20 years

II. EMPLOYMENT

3. Are you presently employed?

a. ( ) Yes b. ( ) No

4. If YES, to #3, please indicate position or job title.

(Write in Answer)

_____
Position or Job Title

III. INCOME

5. What was your family's total income for the year 1970? (CHECK THE APPROPRIATE ANSWER)

a. ( ) Less than 1,000
b. ( ) 1,000 to 1,999
c. ( ) 2,000 to 2,999
d. ( ) 3,000 to 3,999
e. ( ) 4,000 to 4,999
f. ( ) 5,000 to 5,999
g. ( ) 6,000 to 6,999
h. ( ) 7,000 to 7,999
i. ( ) 8,000 to 8,999
j. ( ) 9,000 to 9,999
k. ( ) 10,000 to 10,999
l. ( ) 11,000 to 11,999
m. ( ) 12,000 to 12,999
n. ( ) 13,000 to 13,999
o. ( ) 14,000 to 14,999
p. ( ) 15,000 to 15,999
q. ( ) 16,000 to 16,999
r. ( ) 17,000 to 17,999
s. ( ) 18,000 to 18,999
t. ( ) 19,000 to 19,999
u. ( ) 20,000 or more

6. How many people were supported on the above total income for the year 1970? (Write in Answer)

(Number of People)

7. Did your family receive public assistance during 1970?

a. ( ) Yes b. ( ) No

8. Is your family NOW receiving public assistance?

a. ( ) Yes b. ( ) No

IV. CHILDREN

9. Do you have children presently attending elementary schools (kindergarten to sixth grade), in Gary?

a. ( ) Yes b. ( ) No

10. If YES to #9, please list for EACH child the GRADE and SCHOOL that he or she is attending.

CHILD	GRADE	NAME OF SCHOOL
#1	____	_____
#2	____	_____
#3	____	_____
#4	____	_____
#5	____	_____
#6	____	_____
#7	____	_____
#8	____	_____
#9	____	_____
#10	____	_____

11. Will any of your children be attending kindergarten in September, 1971?

a. ( ) Yes b. ( ) No

12. If YES to #11, how many? (Write in Answer)

_____
Number of Children

13. Will any of your children be attending kindergarten in September, 1972?

a. ( ) Yes b. ( ) No

14. If YES to #13, how many? (Write in Answer)

_____
Number of Children

V. INFORMATION

15. When did you first hear of the Education Voucher Program being discussed in Gary?

a. ( ) This is the first time.

b. ( ) Before January, 1971

c. ( ) During January, 1971

d. ( ) During February, 1971

e. ( ) During March, 1971

16. Please indicate ALL sources from which you received information about the Education Voucher Study in Gary.

a. ( ) Radio

b. ( ) T. V.

c. ( ) Newspaper

d. ( ) Handbill

e. ( ) School Board Meeting

f. ( ) Community Group

g. ( ) Friends

h. ( ) Relatives

i. ( ) Teacher(s)

j. ( ) School Administrators

k. ( ) Children brought home information from school

l. ( ) Other (please specify)

_____

17. Is the information you now have about the Education Voucher Program:

(CHECK ONE)

( ) enough to make a decision about it.

( ) not enough to make a decision about it.

( ) undecided.

Directions for questions 18 to 26 - Please answer each of the following questions based on the information you now have on the Education Voucher Program for Gary. (Check one answer only for each question)

18. Is an Education Voucher a redeemable coupon worth the cost of a year's schooling for a child?

a.( ) Yes b.( ) No c.( ) Do not know d.( ) No Information

19. Can the education voucher be cashed in by a school at the Education Voucher Agency?

a.( ) Yes b.( ) No c.( ) Do not know d.( ) No information

20. is a major benefit of the voucher program to improve the education of children, particularly disadvantaged children?

a.( ) Yes b.( ) No c.( ) Do not know d.( ) No information

21. Is giving parents more control over the kind of education their children get a major benefit of a voucher program?

a.( ) Yes b.( ) No c.( ) Do not know d.( ) No information

22. Under the voucher program can parents choose to send their children to a PUBLIC SCHOOL?

a.( ) Yes b.( ) No c.( ) Do not know d.( ) No information

23. Under the voucher program can parents choose to send their children to a PRIVATE SCHOOL?

a.( ) Yes b.( ) No c.( ) Do not know d.( ) No information

24. Under the voucher program can parents choose to send their children to a PAROCHIAL SCHOOL?

a.( ) Yes b.( ) No c.( ) Do not know d.( ) No information

25. Under the voucher program can parents form their own school?

a.( ) Yes b ( ) No c.( ) Do not know d.( ) No information

26. Can parents send their children to a school sponsored by a profit-making organization or agency that is willing to educate them?

a.( ) Yes b.( ) No c.( ) Do not know d.( ) No information

VI ATTITUDES AND OPINIONS

27. How desirable does the Education Voucher Program being discussed in Gary seem to you? (CHECK ONE)

a. ( ) highly desirable
b. ( ) desirable
c. ( ) not sure
d. ( ) undesirable
e. ( ) highly undesirable
f. ( ) other (please specify) _____

28. What, in your opinion, is the MOST DESIRABLE feature of the Education Voucher Program being discussed in Gary?

(CHECK ONLY ONE ANSWER)

a. ( ) It will provide the opportunity for students to go to any school.

b. ( ) It will provide support for non-public schools.

c. ( ) It will bring about improvement in schools.

d. ( ) It will make for better use of school funds.

(continued)...

28. Continued

e. ( ) It will change the present make-up of neighborhood schools.

f. ( ) Uncertain

g. ( ) Other (please specify) _____

29. What, in your opinion, is the LEAST DESIRABLE feature of the Education Voucher System being discussed in Gary?

(CHECK ONLY ONE ANSWER)

a. ( ) It will provide the opportunity for students to go to any school.

b. ( ) It will provide support for non-public schools.

c. ( ) It will bring about improvement in schools.

d. ( ) It will make for better use of school funds.

e. ( ) It will change the present make-up of neighborhood schools.

f. ( ) Uncertain

g. ( ) Other (please specify) _____

30. Would you be willing to participate in an Education Voucher Program if it were set up in Gary? (CHECK THE APPROPRIATE ANSWER)

a. ( ) Definitely yes

b. ( ) Maybe yes

c. ( ) Definitely no

d. ( ) Undecided

e. ( ) Other (please specify) _____

PART II

INSTRUCTIONS

Below are a list of statements which describe the Education Voucher Program, its functions and possible consequences. Beside each of these statements are symbols which are defined as follows:

SA	(Strongly Agree)
A	(Agree)
U	(Undecided)
D	(Disagree)
SD	(Strongly Disagree)

Please circle ONE of these symbols to indicate your attitude with regard to each statement.

1. If a voucher system were instituted, it should be administered by the existing Board of Education (School Trustees).	SA	A	U	D	SD
2. If a voucher system were instituted, it should be administered by a new agency having complete autonomy from the existing Board of Education.	SA	A	U	D	SD
3. Parents should serve in key decision-making positions (roles) in any agency or unit set up to administer the voucher program.	SA	A	U	D	SD
4. If a voucher program were instituted parents should have the right to bus their children voluntarily to voucher receiving schools, at no additional cost to them.	SA	A	U	D	SD
5. The State Education Department should continue to set minimum Education Requirements in all schools, whether they participate in the voucher program or not.	SA	A	U	D	SD
6. Schools participating in the voucher program should be allowed to set their own educational standards and programs.	SA	A	U	D	SD

7. Parents are knowledgeable enough and involved enough in their childrens' education to be able to make a sound choice as to what type school and/or education program is best likely to meet the childrens' educational needs.	SA	A	U	D	SD
8. More time should be spent discussing specific educational options that could be possible under a voucher program before it is decided to pursue such a program.	SA	A	U	D	SD
9. It was a sound decision on the part of the Superintendent and School Board to investigate the possibilities of a voucher program for Gary.	SA	A	U	D	SD
10. And Education Voucher Program could initiate a healthy competition between and among schools.	SA	A	U	D	SD
11. Schools participating in an Education Voucher Program should be allowed to hire and fire their teachers independently of the existing School Board.	SA	A	U	D	SD
12. Children from poor families need the Education Voucher Program more than those from middle income families.	SA	A	U	D	SD
13. Many good teachers are likely to lose their jobs if an Education Voucher Program were instituted in Gary.	SA	A	U	D	SD
14. Every parent in Gary, regardless of income, should be allowed to participate in any Education Voucher Program instituted.	SA	A	U	D	SD
15. The Education Voucher Program being discussed in Gary is a great threat to the public school system.	SA	A	U	D	SD
16. Under the Education Voucher Program parents will use their voucher money to pressure teachers and administrators into actions not necessarily beneficial to the total system.	SA	A	U	D	SD
17. The separation of church and state should be maintained under any voucher plan.	SA	A	U	D	SD

18. The Education Voucher Program provides another tool for segregationalists.	SA	A	U	D	SD
19. The Education Voucher Program being discussed in Gary will inevitably lend to higher taxes.	SA	A	U	D	SD
20. The Education Voucher Program being discussed in Gary is an obstacle to teacher performance and professional autonomy.	SA	A	U	D	SD
21. Under the Education Voucher Program, the value of the voucher should be higher for the disadvantaged child.	SA	A	U	D	SD
22. If the Education Voucher Program were instituted in Gary, parochial/ private schools would gain students from public schools.	SA	A	U	D	SD
23. Under the Education Voucher Program, many schools will lose special program funds such as a Federal titled funds and special program funds.	SA	A	U	D	SD
24. Under an Education Voucher Program, a good school would tend to be overcrowded whereas poorer schools would be underutilized.	SA	A	U	D	SD
25. Before making a final decision on the Education Voucher Program in Gary, a specific model (s) such as bi-lingual, slow learner, performing arts, Montessori, etc. should be developed.	SA	A	U	D	SD
26. Any new legislation that is required to institute the Education Voucher Program in Gary should be encouraged.	SA	A	U	D	SD
27. If the Education Voucher Program were instituted in Gary, it should not include parochial schools.	SA	A	U	D	SD
28. The present school system needs more and better qualified teachers.	SA	A	U	D	SD
29. The Education Voucher Program should be explored even if Enabling Legislation is not fully obtained.	SA	A	U	D	SD
30. The final decision on the selected voucher model should come a representative group of parents and community people rather than from the School Board.	SA	A	U	D	SD

Institute for the Advancement of Urban Education
55 WEST 42ND STREET · SUITE 648 · NEW YORK, N Y 10036 · (212) 868-3770

EDUCATION VOUCHER
FEASIBILITY STUDY

Gary, Indiana

Inst. for Advancement of Urban Education

SCHOOL PERSONNEL QUESTIONNAIRE

DIRECTIONS

This is a completely confidential survey. You have not been asked to identify yourself or give identity to any person in any of the questions asked. Answer each question as honestly as you can. When you have finished, please check through to be sure you have answered each question.

* * * * * * * *

A. SEX: ( )Male ( )Female

B. RACE or ETHNICITY:
( )Black
( )White
( )Puerto Rican
( )Mexican American
( )Oriental
( )American Indian
( )Other
_____ please specify

C. MARITAL STATUS:
( )Never Married
( )Married Now
( )Separated
( )Divorced
( )Widowed
( )Annulled
( ) Other
_____ please specify

D. BIRTH: _____ (Year of Birth)

E. PLACE OF BIRTH _____ City or Town _____ State or Country

April 1, 1971

I. ADDRESS

1. Do you live in Gary?

a. ( ) Yes b. ( ) No

If YES, how long?

_____
Write in years

2. Do you consider your present address permanent or temporary?

a. ( ) Permanent b. ( ) Temporary c. ( ) Undecided

3. How long have you been living at your present address?

a. ( ) Less than 1 year
b. ( ) 1-5 years
c. ( ) 6-10 years
d. ( ) 11-15 years
e. ( ) 16-20 years
f. ( ) More than 20 years

II. EMPLOYMENT

4. What is your present title?

a. ( ) Teacher
b. ( ) Teacher on Special Assignment
c. ( ) Principal
d. ( ) Administrator
e. ( ) Other

_____
(please specify)

5. Please indicate the total number of years you have been in any of the following positions listed below for the Gary Schools System and for any other school systems.

Position	Years in Gary Schools	Years in Other Schools
A. Teacher	_____	_____
B. Teacher on special assignment	_____	_____
C. Principal	_____	_____
D. Administrator other than principal	_____	_____
E. Other (Please specify) _____	_____	_____

III. INFORMATION

6. Have you heard of the Education Voucher Program being discussed in Gary?

a. ( ) Yes b. ( ) No

7. When did you first hear of the Education Voucher Program being discussed in Gary?

a. ( ) This is the first time.

b. ( ) Before January, 1971

c. ( ) During January, 1971

d. ( ) During February, 1971

e. ( ) During March, 1971

8. Please indicate ALL sources from which you received information about the Education Voucher Study in Gary.

a. ( ) Radio

b. ( ) T. V.

c. ( ) Newspaper

d. ( ) Handbill

e. ( ) School Board Meeting

f. ( ) Community Group

g. ( ) Friends

h. ( ) Relatives

i. ( ) Teacher (s)

j. ( ) School Administrators

k. ( ) Church Group

l. ( ) Other (please specify)

_____

9. Which of the above was your first source of information about the Education Voucher System being discussed in Gary?

_____
FIRST SOURCE OF INFORMATION

10. Have you heard about the Education Voucher Program being discussed for any other place than Gary?

a. ( ) Yes b. ( ) No

11. Is the information you now have about the Education Voucher Program: (CHECK ONE)

( ) enough to make a decision about it.

( ) not enough to make a decision about it.

( ) undecided.

IV. ATTITUDES AND OPINIONS

12. How desirable does the Education Voucher Program being discussed in Gary seem to you? (CHECK ONE)

a. ( ) highly desirable

b. ( ) desirable

c. ( ) not sure

d. ( ) undesirable

e. ( ) highly undesirable

f. ( ) other (please specify) _____

13. What, in your opinion, is the MOST DESIRABLE feature of the Education Voucher Program being discussed in Gary? (CHECK ONLY ONE ANSWER)

a. ( ) It will provide the opportunity for students to go to any school.

b. ( ) It will provide support for non-public schools.

c. ( ) It will bring about improvement in schools.

d. ( ) It will make for better use of school funds.

e. ( ) It will change the present make-up of neighborhood schools.

f. ( ) Uncertain

g. ( ) Other (please specify) _____

14. What, in your opinion, is the LEAST DESIRABLE feature of the Education Voucher System being discussed in Gary?

(CHECK ONLY ONE ANSWER)

a. ( ) It will provide the opportunity for students to go to any school.

b. ( ) It will provide support for non-public schools.

c. ( ) It will bring about improvement in schools.

d. ( ) It will make for better use of school funds.

e. ( ) It will change the present make-up of neighborhood schools.

f. ( ) Uncertain

g. ( ) Other (please specify) _____

15. Would you be willing to participate in an Education Voucher Program if it were set up in Gary? (CHECK THE APPROPRIATE ANSWER)

a. ( ) Definitely yes

b. ( ) Maybe yes

c. ( ) Definitely no

d. ( ) Undecided

e. ( ) Other (please specify) _____

PART II

INSTRUCTIONS

Below are a list of statements which describe the Education Voucher Program, its functions and possible consequences. Beside each of these statements are symbols which are defined as follows:

SA	(Strongly Agree)
A	(Agree)
U	(Undecided)
D	(Disagree)
SD	(Strongly Disagree)

Please circle ONE of these symbols to indicate your attitude with regard to each statement.

1. If a voucher system were instituted, it should be administered by the existing Board of Education (School Trustees).	SA	A	U	D	SD
2. If a voucher system were instituted, it should be administered by a new agency having complete autonomy from the existing Board of Education.	SA	A	U	D	SD
3. Parents should serve in key decision-making positions (roles) in any agency or unit set up to administer the voucher program.	SA	A	U	D	SD
4. If a voucher program were instituted parents should have the right to bus their children voluntarily to voucher receiving schools, at no additional cost to them.	SA	A	U	D	SD
5. The State Education Department should continue to set minimum Education Requirements in all schools, whether they participate in the voucher program or not.	SA	A	U	D	SD
6. Schools participating in the voucher program should be allowed to set their own educational standards and programs.	SA	A	U	D	SD

7. Parents are knowledgeable enough and involved enough in their childrens' education to be able to make a sound choice as to what type school and/or education program is best likely to meet the childrens' educational needs.	SA	A	U	D	SD
8. More time should be spent discussing specific educational options that could be possible under a voucher program before it is decided to pursue such a program.	SA	A	U	D	SD
9. It was a sound decision on the part of the Superintendent and School Board to investigate the possibilities of a voucher program for Gary.	SA	A	U	D	SD
10. And Education Voucher Program could initiate a healthy competition between and among schools.	SA	A	U	D	SD
11. Schools participating in an Education Voucher Program should be allowed to hire and fire their teachers independently of the existing School Board.	SA	A	U	D	SD
12. Children from poor families need the Education Voucher Program more than those from middle income families.	SA	A	U	D	SD
13. Many good teachers are likely to lose their jobs if an Education Voucher Program were instituted in Gary.	SA	A	U	D	SD
14. Every parent in Gary, regardless of income, should be allowed to participate in any Education Voucher Program instituted.	SA	A	U	D	SD
15. The Education Voucher Program being discussed in Gary is a great threat to the public school system.	SA	A	U	D	SD
16. Under the Education Voucher Program parents will use their voucher money to pressure teachers and administrators into actions not necessarily beneficial to the total system.	SA	A	U	D	SD
17 The separation of church and state should be maintained under any voucher plan.	SA	A	U	D	SD

18.	The Education Voucher Program provides another tool for segregationalists.	SA	A	U	D	SD
19.	The Education Voucher Program being discussed in Gary will inevitably lend to higher taxes.	SA	A	U	D	SD
20.	The Education Voucher Program being discussed in Gary is an obstacle to teacher performance and professional autonomy.	SA	A	U	D	SD
21.	Under the Education Voucher Program, the value of the voucher should be higher for the disadvantaged child.	SA	A	U	D	SD
22.	If the Education Voucher Program were instituted in Gary, parochial/ private schools would gain students from public schools.	SA	A	U	D	SD
23.	Under the Education Voucher Program, many schools will lose special program funds such as a Federal titled funds and special program funds.	SA	A	U	D	SD
24.	Under an Education Voucher Program, a good school would tend to be overcrowded whereas poorer schools would be underutilized.	SA	A	U	D	SD
25.	Before making a final decision on the Education Voucher Program in Gary, a specific model (s) such as bi-lingual, slow learner, performing arts, Montessori, etc. should be developed.	SA	A	U	D	SD
26.	Any new legislation that is required to institute the Education Voucher Program in Gary should be encouraged.	SA	A	U	D	SD
27.	If the Education Voucher Program were instituted in Gary, it should not include parochial schools.	SA	A	U	D	SD
28.	The present school system needs more and better qualified teachers.	SA	A	U	D	SD
29.	The Education Voucher Program should be explored even if Enabling Legislation is not fully obtained.	SA	A	U	D	SD
30.	The final decision on the selected voucher model should come a representative group of parents and community people rather than from the School Board.	SA	A	U	D	SD

Institute for the Advancement of Urban Education
55 WEST 42ND STREET · SUITE 648 · NEW YORK, N.Y. 10036 · (212) 868-3770

EDUCATION VOUCHER FEASIBILITY STUDY

Gary, Indiana

Interview Guide for Board of Education Members

Inst. for Advancement of Urban Education

April, 1971

1. Do you live in Gary?

( ) Yes
( ) No

1A IF YES ASK How many years?

_____
Years

2. Have you had any teaching experience?

( ) Yes
( ) No

2A IF YES ASK Where? How many years?

	Position	Where (city, state, school)	# of years
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

3. How long have you been a member of the Gary Board of Education?

_____
No. of years

4. Have you ever held an administrative position in any school system other than the Gary school system?

( ) Yes
( ) No

4A IF YES ASK What type of position? Where? How many years?

	Position	Where (city, state, school)	# of years
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

5. Have you ever held an administrative position outside any school system?

( ) Yes
( ) No

5A IF YES ASK What type of position? Where? How many years?

	Position	Where (city, state, company)	# of years
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

6. Do you have any opinions with regard to why the Board of Education became interested in an Education Voucher System (EVS) as a possibility for Gary?

( ) Yes
( ) No

7. IF YES ASK What, in your opinion, is(are) the reason(s) that the Board became interested in an EVS for Gary?

8. Do you personally support the EVS?

( ) Yes
( ) No

8A. ASK FOR REASONS

9. How would you say the present school administration is performing in the following areas:

	Very Well	Well	Neither Well Nor Badly	Badly	Very Badly
A Operation of Schools	( )	( )	( )	( )	( )
B Attracting new teachers	( )	( )	( )	( )	( )
C Attracting new administrators	( )	( )	( )	( )	( )
D Allocation of funds	( )	( )	( )	( )	( )
E Program Development	( )	( )	( )	( )	( )
F Responding to parents' concerns	( )	( )	( )	( )	( )
G Meeting Educational needs of children	( )	( )	( )	( )	( )

10. ASK FOR EACH OF THE ABOVE (9A - 9G), Why do you feel this way?

Reason: A

B

C

D

E

F

G

11. How do you think performance in these areas would be under an Education Voucher Agency (EVA)?

	Very Well	Well	Neither Well Nor Badly	Badly	Very Badly
A Operation of Schools	( )	( )	( )	( )	( )
B Attracting new teachers	( )	( )	( )	( )	( )
C Attracting new administrators	( )	( )	( )	( )	( )
D Allocation of funds	( )	( )	( )	( )	( )
E Program Development	( )	( )	( )	( )	( )
F Responding to parents' concerns	( )	( )	( )	( )	( )
G Meeting Educational needs of children	( )	( )	( )	( )	( )

12. ASK FOR EACH OF THE ABOVE (11A - 11G), Why do you feel this way?

Reason: A

B

C

D

E

F

G

13. Do you think that school funds are presently being allocated to the right areas?

( ) Yes
( ) No

14. IF NO ASK, Why do you feel this way?

In what way do you feel funds should be allocated?

15. What about the organization of the Education Voucher System (EVS); Do you think:

A ( ) The present School Board should be the Education Voucher Agency (EVA)?

B ( ) The EVA should be a separate body but not independent of the School Board?

C ( ) The EVA should be a separate body and independent of the School Board?

16. ASK FOR THE CHOICE MADE ABOVE

A Why do you feel this way?

B What kinds of administrative changes are necessary for this to occur (to bring about this)?

C Do you think these changes will necessitate additional costs?

( ) Yes
( ) No

D Why do you feel this way?

E Do you think the present administration should support such costs?

( ) Yes
( ) No

F IF YES, ASK Why do you feel this way?
IF NO, ASK Why do you feel this way? and Who, do you think, should support these costs?

I am going to read a list of statements which describe EVS, its functions and consequences. How strongly would you agree or disagree with each?

SA	(Strongly Agree)
A	(Agree)
U	(Undecided)
D	(Disagree)
SD	(Strongly Disagree)

17. Competition among shcools will lead to an increase in the quality of education	SA	A	U	D	SD
18. Parents who select their children's school will remain more educationally involved with their children than those who do not.	SA	A	U	D	SD
19. The EVS being discussed in Gary is an obstacle to teachers' professional autonomy.	SA	A	U	D	SD
20. The public school system should be saved under any voucher plan.	SA	A	U	D	SD
21. Competition among schools will encourage improvement in teachers' performance and the delivery of educational services.	SA	A	U	D	SD
22. The separation of church and state should be maintained under any voucher plan.	SA	A	U	D	SD
23. The EVS provides another weapon for segregationists.	SA	A	U	D	SD
24. The introduction of the EVS into the Gary public schools will change them radically in too short a time.	SA	A	U	D	SD
25. The present school system needs more and better qualified teachers.	SA	A	U	D	SD
26. The EVS imposes an immediate threat to the public school system.	SA	A	U	D	SD

27. Competition among schools for funds and students is a meaningful and reasonable way to induce accountability.	SA	A	U	D	SD
28. Under the EVS parents will use their voucher money to pressure teachers and administrators into actions not necessarily beneficial to the total system.	SA	A	U	D	SD
29. The EVS being discussed in Gary is a meaningful way to provide for the educationally disadvantaged child.	SA	A	U	D	SD
30. If the EVS were instituted in Gary, it should not include parochial schools.	SA	A	U	D	SD
31. Under the EVS, the value of the voucher should be determined by the progress in performance made by the school.	SA	A	U	D	SD
32. If the EVS were instituted in Gary, Public Schools would lose students to parochial schools.	SA	A	U	D	SD
33. Under the EVS, many schools will lose funds such as Title I-III funds and special program funds.	SA	A	U	D	SD
34. Under an EVS, a good school would tend to overcrowd, whereas poorer schools would be underutilized.	SA	A	U	D	SD
35. The EVS being discussed in Gary will inevitably lead to higher taxes.	SA	A	U	D	SD
36. The EVS being discussed in Gary is an obstacle to teacher performance.	SA	A	U	D	SD
37. The EVS would generate a diversity in students background.	SA	A	U	D	SD
38. Under the EVS, the value of the voucher should be higher for the educationally disadvantaged child.	SA	A	U	D	SD

39. What is the most attractive feature of EVS?

Why do you feel this way?

40. What is the least attractive feature of EVS?

Why do you feel this way?

41. Are there any other comments you would like to make about EVS?

Institute for the Advancement of Urban Education
55 WEST 42ND STREET · SUITE 648 · NEW YORK, N.Y. 10036 · (212) 868-3770

EDUCATION VOUCHER FEASIBILITY STUDY

Gary, Indiana

CIVIC & POLITICAL OFFICES/ORGANIZATION QUESTIONNAIRE

Directions:

In this questionnaire the views representative of Organizations and Governmental Offices are asked. Please read each statement carefully and make the response representative of the views of the Organization or Office.

When you have finished, please check to see that you have answered all questions.

This is a completely confidential survey and the results will not be associated with any particular Organization or Office.

Return this questionnaire in the stamped, pre-addressed envelope that is provided.

Inst. for Advancement of Urban Education

April 20, 1971

1. Please indicate whether or not this is an Organization or Office. (CHECK ONE)

1 ( ) Organization

2 ( ) Office

2. Please answer the following questions in the appropriate column denoting Organization or Office.

	1 ORGANIZATION	2 OFFICE
A. Does your Organization/ Office have National As Well As Local branches?		
National only	( )	( )
Local only	( )	( )
Both	( )	( )
B. Is your personal affiliation with the National or Local branch?		
National	( )	( )
Local	( )	( )
Both	( )	( )
C. In what way are you personally affiliated with the National branch?		
Officer	( )	( )
Member only	( )	( )
D. In what way are you personally affiliated with the Local branch?		
Officer	( )	( )
Member only	( )	( )

If you are affiliated with an Office, please go to 0.3. If you are affiliated with an Organization please answer the following:

E. What is the total local membership of your Organization? (WRITE IN NUMBER OF MEMBERS)

_____
No. of Members

F. In what area (s) of interest does your local Organization focus? (CHECK ALL THAT APPLY)

( ) Civil rights

( ) Civil liberties

( ) Political interests

( ) Health

( ) Social Welfare

( ) Religious interest

( ) Racial and ethnic interests

( ) Education

( ) Business or economic

( ) Recreational interests

( ) Women rights

( ) Special services

( ) Housing

( ) Urban development

( ) Other (specify)

_____

3. Does your local Organization/Office have a special division or department that deals with education? (CHECK ONE)

1 ( ) Yes

2 ( ) No

3 ( ) Don't know

4. Does your local Organization/Office set aside funds specifically for education? (CHECK ONE)

1 ( ) Yes

2 ( ) No

3 ( ) Don't know

5. Has your national and local Organizations/Offices received information regarding the Education Voucher System (EVS)* in Gary? (CHECK ONE)

1 ( ) Yes, nationally and locally

2 ( ) Yes, nationally only

3 ( ) Yes, locally only

4 ( ) No, neither

5 ( ) Don't know

6. When did your national and local Organizations/Offices first receive information regarding the EVS being discussed in Gary? (CHECK ONE FOR EACH COLUMN)

		National	Local
1	Prior to January,		
2	During January, 1971	( )	( )
3	During February, 1971	( )	( )
4	During March, 1971	( )	( )
5	Don't know	( )	( )

7. How did your national and local Organizations/Offices hear of the EVS being discussed in Gary? (CHECK ALL THAT APPLY FOR EACH COLUMN)

1	Radio	( )	( )
2	T.V.	( )	( )
3	Newspaper	( )	( )
4	Handbill	( )	( )
5	Schools or School Board	( )	( )
6	Other Organization/ Office (Please specify) _____	( )	( )
8	Other (Please specify) _____	( )	( )

*See Glossary - P.13

8. Does your Organization/Office know of any other cities or towns that are conducting feasibility studies for an EVS? (CHECK ONE)

1 ( ) Yes (Please specify) _____

2 ( ) No

9. Has your Organization/Office heard about or received any information concerning how the EVS should be organized? (CHECK ONE)

1 ( ) Yes

2 ( ) No

10. Has your Organization/Office and membership/consituency discussed the EVS? The Education Voucher Agency (EVA)*? (CHECK ONE FOR EACH COLUMN)

	EVS	EVA
1 Yes	( )	( )
2 No	( )	( )
If yes, in what ways?	_____	_____
	_____	_____

11. As you might know, the EVS has brought about a number of concerns among individuals and Organizations. Below are listed a number of these concerns. Please indicate whether these have been brought to your attention by your membership/constituency, other individuals or other Organizations. (CHECK AS MANY AS APPLY)

	Membership Constituency	Other Individuals	Other Organizations
A. Use of the voucher as a tool of segregationists	( )	( )	( )
B. Maintaining separation of church and state under EVS	( )	( )	( )
C. EVS leading to higher taxes	( )	( )	( )
D. Loss of other federal funds by locals schools under the EVS	( )	( )	( )
E. The value of the voucher* should be the same for all schools	( )	( )	( )

See Glossary - p.13

	Membership/ Constituency	Other Individuals	Other Organizations
The value of the voucher should be different for different types of schools	( )	( )	( )
G. The value of the voucher should be the same for each student	( )	( )	( )
H. The value of the voucher should be different for each student	( )	( )	( )

2. Has your national and local Organizations/Offices taken a position regarding the EVS in Gary? (CHECK ONE FOR EACH COLUMN)

	NATIONALLY	LOCALLY
1 In support of EVS	( )	( )
2 Not in support of EVS	( )	( )
3 Undecided	( )	( )
4 Withholding support	( )	( )
5 No position	( )	( )

3. Would your local Organization/Office take a position regarding EVS independent of your national Organization or Office? (CHECK ONE)

1 ( ) Yes

2 ( ) No, we would take the same

14. Would your local Organization/Office support enabling legislation for an EVS? An EVA? (CHECK ONE FOR EACH COLUMN)

	EVS	EVA
1 Yes	( )	( )
2 No	( )	( )
3 Undecided	( )	( )

15. Does your local Organization/Office support the inclusion of Private Schools in EVS? Parochial Schools? (CHECK ONE FOR EACH COLUMN)

	Private Schools	Parochial Schools
1 Yes	( )	( )
2 No	( )	( )
3 Don't know	( )	( )

16. Would your local Organization/Office support the use of public funds in Private Schools? Parochial Schools? (CHECK ONE FOR EACH COLUMN)

	Private Schools	Parochial Schools
1 Yes	( )	( )
2 No	( )	( )
3 Don't know	( )	( )

(Continue to Part II)

Part II

Below are a list of activities in which an Organization/Office like yours might participate with public, private or parochial schools.

Please indicate whether or not your Organization/Office has ever participated in the activities listed below with Public, Private, or Parochial schools and whether or not it would participate in the same activities with Education voucher schools. **Circle the appropriate symbols described below.**

PS (Participated with Public Schools)

PR (Participated with Private Schools)

PA (Participated with Parochial Schools)

EV (Would participate with Education Voucher Schools)

	CIRCLE ALL SYMBOLS THAT APPLY	HAS PARTICIPATED			WOULD PARTICIPATE
1.	Recommend a school parents	PS	PR	PA	EV
2.	Visit schools	PS	PR	PA	EV
3.	Advise school on various Educational problems	PS	PR	PA	EV
4.	Aid schools in identifying new sources of funds	PS	PR	PA	EV
5.	Recommend personnel to a school	PS	PR	PA	EV
6.	Aid schools in identifying new educational materials	PS	PR	PA	EV
7.	Seek advice of schools' personnel in establishing your own programs	PS	PR	PA	EV
8.	Utilize schools facilities (Classrooms, gymnasium, etc.) for programs, meetings or workshops	PS	PR	PA	EV
9.	Recommend other Organizations to use schools facilities for meetings, program or workshops	PS	PR	PA	EV

		HAS PARTICIPATED			WOULD PARTICIPATE
10.	Advise parents on how to apply for children's admission to schools	PS	PR	PA	EV
11.	Write to schools concerning admission requirements	PS	PR	PA	EV
12.	Write to schools concerning education programs	PS	PR	PA	EV
13.	Suggest to parents that they write to schools concerning admission requirements	PS	PR	PA	EV
14	Suggest to parent that they write to schools concerning educational programs	PS	PR	PA	EV

Part III

Below are a list of statements which describe the Education Voucher System, its functions and possible consequences. Beside each of these statements are some symbols which are defined as follows:

1 SA (Strongly Agree)

2 A (Agree)

3 U (Undecided)

4 D (Disagree)

5 SD (Strongly Disagree)

Please circle ONE of these symbols to indicate your Organization/Office's attitude with regard to each statement.

1. The Education Voucher System needs to be considered because it provides an alternative to the existing education system.	SA	A	U	D	SD
2. Competition among schools will encourage improvement in teachers' performance and the delivery of educational services.	SA	A	U	D	SD
3. Competition among schools for funds and students is a meaningful and reasonable way to induce accountability.	SA	A	U	D	SD
4. If a voucher system were instituted parents should have the right to bus their children voluntarily to voucher receiving schools, at no additional cost to them.	SA	A	U	D	SD
5. The State Education Department should continue to set minimum Education Requirements in all schools, whether they participate in the voucher system or not.	SA	A	U	D	SD
6. Schools participating in the voucher program should be allowed to set their own educational standards and programs.	SA	A	U	D	SD

7. An Education Voucher System could initiate a healthy competition between and among schools.	SA	A	U	D	SD
8. There are a sufficient number of qualified teachers in the Gary Public School System.	SA	A	U	D	SD
9. The EVS will promote intergration in the Gary School System.	SA	A	U	D	SD
10. Public Funds received by Parochial schools should be used for secular activities only.	SA	A	U	D	SD
11. If a voucher system were instituted, it should be administered by the existing Board of Education (School Trustees).	SA	A	U	D	SD
12. Every parent in Gary, regardless of income, should be allowed to participate in any Education Voucher System instituted.	SA	A	U	D	SD
13. The Education Voucher System being discussed in Gary is a great threat to the public school system.	SA	A	U	D	SD
14. The separation of church and state should be maintained under any voucher plan.	SA	A	U	D	SD
15. The Education Voucher System provides another tool for segregationists.	SA	A	U	D	SD
16. The Education Voucher System being discussed in Gary will inevitably lead to higher taxes.	SA	A	U	D	SD
17. Under the Education Voucher System the value of the voucher should be higher for the disadvantaged child.	SA	A	U	D	SD
18. Any new legislation that is required to institute the Education Voucher System in Gary should be encouraged.	SA	A	U	D	SD

19. If the Education Voucher System were instituted in Gary, it should not include parochial schools.	SA	A	U	D	SD
20. The Education Voucher System should be explored even if Enabling Legislation is not fully obtained.	SA	A	U	D	SD
21. The EVS now being discussed in Gary will make Teachers and Administrators more accountable to parents.	SA	A	U	D	SD

GLOSSARY OF TERMS

Education Voucher Agency (EVA) - the proposed structure which would administer a voucher demonstration project. It could be an existing local Board of Education or an agency with a larger or smaller geographic jurisdiction.

Education Voucher System (EVS) - the total organization of EVA and the schools that come under its jurisdiction.

Value of the Voucher - has been proposed that the value of the voucher be determined in the following ways:

A. Basic Voucher - which is based on per capita expenditure for Gary school children. It has been estimated to be $800.00 - $860.00.

B. Compensatory Voucher - which is for disadvantaged children. It is proposed that the value of the voucher be increased on a sliding scale between 30 - 50% of the Basic Voucher. This would be dependent on a need which has not yet been specified.

Institute for the Advancement of Urban Education
55 WEST 42ND STREET · SUITE 648 · NEW YORK N Y 10036 · (212) 868-3770

EDUCATION VOUCHER FEASIBILITY STUDY

Gary, Indiana

SCHOOL CHARACTERISTICS SURVEY

DIRECTIONS

The forms attached are for the purpose of collecting information on the characteristics of elementary public and parochial schools in Gary. Write in the name and address for your school as indicated on the top of each form. Answer the questions below and proceed to the attached forms.

Name of School _____ Address _____

	YES	NO	
A. Does this school have a PTA Organization?	( )	( )	
B. Does this school have a cafeteria?	( )	( )	
C. Is the cafeteria used for other purposes than a place for eating?	( )	( )	If YES, how many times during the present academic year?_____
D. Does this school have a gym?	( )	( )	
E. Is the gym used for other purposes than a place for students' Physical Education instruction and recreation?	( )	( )	If YES, how many times during the present academic year?_____

NAME OF SCHOOL _____

ADDRESS _____

_____

I PUPILS

			GRADE						
			K	1	2	3	4	5	6
(1)	Total Pupils	(Total number of pupils as of October 30, 1970.)	___	___	___	___	___	___	___
(2)	Transfers in	(Total number of transfers in to the school from October 30, 1970 to March 30, 1970.)	___	___	___	___	___	___	___
(3)	Transfers Out	(Total number of transfers out of the school from October 30, 1970 to March 30, 1971.)	___	___	___	___	___	___	___
(4)	No. White Pupils	(Total number of White Pupils as of October 30, 1970.)	___	___	___	___	___	___	___
(5)	No. Black Pupils	(Total number of Black Pupils as of October 30, 1970.)	___	___	___	___	___	___	___
(6)	No. Americal Indian Pupils	(Total number of American Indian Pupils as of October 30, 1970.)	___	___	___	___	___	___	___
(7)	No. Spanish Surname Pupils	(Total number of Spanish Surname Pupils as of October 30, 1970.)	___	___	___	___	___	___	___

			K	1	2	3	4	5	6
(8)	No. Oriental Pupils	(Total number of Oriental Pupils as of October 30, 1970.)	___	___	___	___	___	___	___
(9)	No. All Other Pupils	(Total number of All Other pupils as of October 30, 1970.)	___	___	___	___	___	___	___
(10)	No. of Indigent Children	(Total number of indigent children as classified by the Department of Public Welfare, Calumet Township and Personnel Services of Social Workers (pp13).	___	___	___	___	___	___	___
(11)	Median Score READING Test	(List the score for each grade)	___	___	___	___	___	___	___
	Specify Name of Test used (Abbreviate, i.e., MAT/SAT)		___	___	___	___	___	___	___
	Grade Equivalent READING Test		___	___	___	___	___	___	___
(12)	Median Score ARITHMETIC Test	(List the score for each grade)	___	___	___	___	___	___	___
	Specify Name of Test used (Abbreviate, i.e., MAT/SAT)		___	___	___	___	___	___	___
	Grade Equivalent ARITHMETIC Test		___	___	___	___	___	___	___

NAME OF SCHOOL _____

ADDRESS _____

_____

II TEACHERS

			GRADE						
			K	1	2	3	4	5	6
(1)	Total No. of Teachers	(Total number of Teachers as of March 30, 1971.)	___	___	___	___	___	___	___
(2)	No. White Teachers	(Total number of White teachers as of March 30, 1971.)	___	___	___	___	___	___	___
(3)	No. Black Teachers	(Total number of Black teachers as of March 30, 1971.)	___	___	___	___	___	___	___
(4)	No. American Indian Teachers	(Total number of American Indian teachers as of March 30, 1971.)	___	___	___	___	___	___	___
(5)	No. Spanish Surname Teachers	(Total number of Spanish Surname teachers as of March 30, 1971.)	___	___	___	___	___	___	___
(6)	No. Oriental Teachers	(Total number of Oriental teachers as of March 30, 1971.)	___	___	___	___	___	___	___
(7)	No. All Other Teachers	(Total number of All Other	___	___	___	___	___	___	___

I PARAPROFESSIONALS/TEACHER AIDES

	YES	NO
Are paraprofessionals, teacher aides employed in the classroom?	( )	( )

If YES, which grades, subject or programs are they employed?

GRADE	NAME OF SUBJECT/PROGRAM	NUMBER OF PARAPROFESSIONALS
K		
1		
2		
3		

GRADE	NAME OF SUBJECT/PROGRAM	NUMBER OF PARAPROFESSIONALS
4		
5		
6		

NAME OF SCHOOL _____

ADDRESS _____

_____

IV CLASSES

			GRADE						
			K	1	2	3	4	5	6
(1)	Total No. of Classes	(Total number of classes as of March 30, 1971.)	___	___	___	___	___	___	___
(2)	Size of Largest Class	(Size of largest class as of March 30, 1971.)	___	___	___	___	___	___	___
(3)	Size of Smallest Class	(Size of smallest class as of March 30, 1971.)	___	___	___	___	___	___	___
(4)	No. of Special Classes or Programs	(Total number of special classes or programs as of March 30, 1971. Special programs or classes may be defined as classes or programs for physically handicapped pupils in specialized program instruction.)	___	___	___	___	___	___	___
(5)	No. of Classrooms	(Total number of classrooms.)	___	___	___	___	___	___	___
(6)	No. of Classrooms in Use	(Total number of classrooms in use as of March 30, 1971.)	___	___	___	___	___	___	___
(7)	Capacity of Facility	(Capacity of Facility in terms of number of pupils that it can presently hold.	___	___	___	___	___	___	___

PLEASE BRIEFLY OUTLINE BELOW THE EDUCATIONAL STRATEGY OR PHILOSOPHY OF YOUR SCHOOL. THAT IS, WHAT SPECIFIC EDUCATIONAL GOALS IS YOUR SCHOOL ATTEMPTING TO ACCOMPLISH AND HOW DOES IT GO ABOUT ACHIEVING THEM?

COMMUNITY/PARENT SURVEY TOTAL RESPONSES TO QUESTION # 15

TABLE # 12
Q. 15 WHEN FIRST HEARD OF EDUCATION VOUCHER PROGRAM IN GARY

		MALE						FEMALE					
	TOTAL	TOTAL	BLACK	WHITE	LATIN	OTHER	N.A.	TOTAL	BLACK	WHITE	LATIN	OTHER	N.A.
TOTAL	498 100.0	215 100.0	110 100.0	81 100.0	17 100.0	5 100.0	2 100.0	283 100.0	183 100.0	77 100.0	18 100.0	2 100.0	3 100.0
THIS IS THE FIRST TIME	284 56.5	120 55,8	63 57.3	41 50.6	12 70.6	4 80.0		164 58.0	106 57.9	41 53.2	15 83.3	2 100.0	
BEFORE JANUARY 1971	70 13.9	39 18.1	20 18.2	18 22.2		1 20.0		31 11.0	20 10.9	10 13.0			1 33.3
DURING JANUARY 1971	24 5.0	11 5.1	5 4.5	6 7.4				13 4.6	10 5.5	2 2.6			1 33.3
DURING FEBRUARY 1971	29 5.8	14 6.5	7 6.4	4 4.9	2 11.8		1 50.0	15 5.3	9 4.9	5 6.5	1 5.6		

(Continued)
TABLE # 12
Q. 15 WHEN F RST HEARD OF EDUCATION VOUCHER PROGRAM IN GARY

		MALE						FEMALE					
	TOTAL	TOTAL	BLACK	WHITE	LATIN	OTHER	N.A.	TOTAL	BLACK	WHITE	LATIN	OTHER	N.A.
DURING MARCH 1971	56 11.1	22 10.2	10 9.1	9 11.1	3 17.6			34 12.0	18 9.8	16 20.8			
DURING APRIL 1971	20 4.0	2 .9	2 1.8					18 6.4	14 7.7	1 1.3	2 11.1	2	1 33.3
NO ANSWER	15 3.8	7 3.3	3 2.7	3 3.7			1 50.0	8 2.8	6 3.3	2 2.6			

COMMUNITY/PARENT SURVEY TOTAL RESPONSES TO QUESTION # 16

TABLE # 13

Q. 16 SOURCES FROM WHICH INFORMATION ABOUT EDUCATION VOUCHER IN GARY WAS RECEIVED

		MALE						FEMALE					
	TOTAL	TOTAL	BLACK	WHITE	LATIN	OTHER	N.A.	TOTAL	BLACK	WHITE	LATIN	OTHER	N.A.
TOTAL	498	215	110	81	17	5	2	283	183	77	18	2	3
	100.0	42.7	21.8	16.1	3.4	1.0	.4	56.2	36.3	15.3	3.6	.4	.6
RADIO	45	21	11	9	1			24	16	6			2
	100.0	45.7	23.9	19.6	2.2			52.2	34.8	13.0			4.3
T.V.	24	11	4	7				13	6	6			1
	100.0	45.8	16.7	29.2				54.2	25.0	25.0			4.2
NEWSPAPERS	137	71	31	34	4	1	1	65	36	26	1		2
	100.0	51.8	22.6	24.8	2.9	.7	.7	47.4	26.3	19.0	.7		1.5
HANDBILL	28	17	7	8	1		1	11	6	4			1
	100.0	60.7	25.0	28.6	3.6		3.6	39.3	21.4	14.3			3.6
SCHOOL BOARD MEETING	16	12	6		5		1	4	3	1			
	100.0	75.0	37.5	31.3			6.3	25.0	18.8	6.3			
COMMUNITY GROUP	18	11	8	3				7	5	2			
	100.0	61.1	44.4	16.7				38.9	27.8	11.1			
FRIENDS	67	32	13	14	3	1	1	34	21	12		1	
	100.0	47.8	19.4	20.9	4.5	1.5	1.5	50.7	31.3	17.9		1.5	
RELATIVES	14	9	5	4				5	4	1			
	100.0	64.3	35.7	28.6				35.7	28.6	7.1			

TABLE # 13 (Continued)
Q. 16 SOURCES FROM WHICH INFORMATION ABOUT EDUCATION VOUCHER IN GARY WAS RECEIVED

	MALE							FEMALE					
	TOTAL	TOTAL	BLACK	WHITE	LATIN	OTHER	N.A.	TOTAL	BLACK	WHITE	LATIN	OTHER	N.A.
TEACHERS	29 100.0	15 51.7	8 27.6	7 24.1				13 44.8	8 27.6	5 17.2			
SCHOOL ADMINISTRATORS	20 100.0	13 65.0	5 25.0	7 35.0			1 5.0	6 30.0	4 20.0	1 5.0			1 5.0
CHILDREN BROUGHT HOME INFORMATION FROM SCHOOL	48 100.0	17 34.7	9 18.4	4 8.2	4 8.2			31 63.3	18 36.7	9 18.4	3 6.1		1 2.0
OTHER	109 100.0	45 41.2	27 14.8	14 12.8	3 2.8	1 .9		64 58.7	53 48.6	6 5.5	4 3.7		
N.A.	197 100.0	71 35.1	36 17.8	24 11.9	8 4.0	2 1.0	1 .5	126 62.4	79 39/;	34 16.8	11 5.4	2 1.0	

COMMUNITY/PARENT SURVEY TOTAL RESPONSES TO QUESTION #17

TABLE #14

Q. 17 INFORMATION ABOUT EDUCATION VOUCHER PROGRAM IS....

		MALE						FEMALE					
	TOTAL	TOTAL	BLACK	WHITE	LATIN	OTHER	N.A.	TOTAL	BLACK	WHITE	LATIN	OTHER	N.A.
TOTAL	498 100.0	215 100.0	110 100.0	81 100.0	17 100.0	5 100.0	2 100.0	283 100.0	183 100.0	77 100.0	18 100.0	2 100.0	3 100.0
ENOUGH TO MAKE A DECISION ABOUT IT	125 15.0	69 32.1	38 34.5	27 33.3	2 11.8	1 20.0	1 50.0	56 19.8	33 18.0	20 26.0	1 5.6		2 66.7
NOT ENOUGH TO MAKE A DECISION ABOUT IT	213 42.3	74 34.4	34 30.9	28 34.6	9 52.9	3 60.0		139 49.1	88 48.1	36 46.8	13 72.2	2 100.0	
UNDECIDED	135 26.8	57 26.5	28 25.5	23 28.4	5 29.4	1 20.0		70 27.6	53 29.0	20 26.0	4 22.2		1 33.3
N.A.	25 6.0	15 7.0	10 9.1	3 3.7	1 5.9		1 50.0	10 3.5	9 4.9	1 1.3			

TABLE # 15
SUMMARY SCORES
QUESTIONS #18-26

	MALE							FEMALE					
	TOTAL	TOTAL	BLACK	WHITE	LATIN	OTHER	N.A.	TOTAL	BLACK	WHITE	LATIN	OTHER	N.A.
TOTAL	498 100.0	215 100.0	110 100.0	81 100.0	17 100.0	5 100.0	2 100.0	283 100.0	183 100.0	77 100.0	18 100.0	2 100.0	3 100.0
ONE YES	26 5.2	9 4.2	3	3 1.7	2 3.7	1 11.8	20.0	16 5.7	13 7.1	1 1.3	1 5.6		1 33.3
TWO YESES	27 5.4	10 4.7	6 5.5	2 2.5	2 11.8			17 6.0	13 7.1	3 3.9	1 5.6		
THREE YESES	25 5.2	10 4.7	3 2.7	6 7.4	1 5.9			16 5.7	14 7.7	2 2.6			
FOUR YESES	23 4.6	9 4.2	8 7.3	1 1.2				14 4.9	7 3.8	2 2.6	3 16.7	1 50.0	33.3
FIVE YESES	37 7.3	15 7.0	6 5.5	7 8.6		2 40.0		22 7.8	15 8.2	5 6.5	2 11.1		
SIX YESES	37 7.3	14 6.5	11 10.0	1 1.2	2 11.8			23 8.1	12 6.5	6 7.8	4 22.2	1 50.0	
SEVEN YESES	39 7.7	17 7.9	5 4.5	10 12.3	1 5.9		1 50.0	22 7.8	15 8.2	7 9.1			

TABLE # 15
SUMMARY SCORES

	MALE							FEMALE					
	TOTAL	TOTAL	BLACK	WHITE	LATIN	OTHER	N.A.	TOTAL	BLACK	WHITE	LATIN	OTHER	N.A.
EIGHT YESES	28 5.6	15 7.0	5 4.5	9 11.1	1 5.9			13 4.6	5 2.7	8 10.4			
NINE YESES	103 20.6	65 30.2	31 28.2	28 34.6	5 29.4	1 20.0		38 13.4	15 8.2	22 28.6			33.3
NO ANSWER OR NO INFORMATION	153 31.2	51 23.7	32 29.1	14 17.3	3 17.6	1 20.0	1 50.0	102 36.0	74 40.4	21 27.3	7 38.9		

COMMUNITY/PARENT SURVEY TOTAL RESPONSES TO QUESTION # 27

TABLE # 16
Q. 27 DESIRABILITY OF EDUCATION VOUCHER PROGRAM

	MALE							FEMALE					
	TOTAL	TOTAL	BLACK	WHITE	LATIN	OTHER	N.A.	TOTAL	BLACK	WHITE	LATIN	OTHER	N.A.
OTAL	491 100.0	215 100.0	110 100.0	81 100.0	17 100.0	5 100.0	2 100.0	283 100.0	183 100.0	77 100.0	18 100.0	2 100.0	3 100.0
HIGHLY DESIRABLE	56 11.1	36 16.7	19 17.3	14 17.3	3 17.6			20 7.1	17 9.3	3 3.9			
DESIRABLE	98 19.6	39 18.1	20 18.2	14 17.3	4 23.5	1 20.0		59 20.8	41 22.4	14 18.2	4 22.2		
NOT SURE	235 46.6	86 40.0	53 48.2	22 27.2	9 52.9	2 40.0		149 52.7	98 53.6	39 50.6	10 55.6		2 66.7
UNDESIRABLE	37 7.3	19 8.8	6 5.5	12 14.8	1 5.9			18 6.4	6 3.3	12 15.6			
HIGHLY UNDESIRABLE	21 4.4	10 4.7	1 .9	8 9.9			1 50.0	11 3.9	3 1.6	7 9.1			1 33.3
OTHER	38 7.5	15 7.[illegible]	7 6.4	6 7.4		2 40.0		23 8.1	15 8.2	2 2.6	4 22.2	2 100.0	
NO ANSWER	13 3.4	10 4.7	4 3.6	5 6.2			1 50.0	3 1.1	3 1.6				

SCHOOL PERSONNEL SURVEY TOTAL RESPONSES TO QUESTION # 6

TABLE # 9
Q.6 AWARENESS OF EDUCATION VOUCHER PROGRAM BEING DISCUSSED IN GARY

	TOTAL	TEACHER	TEACHER ON SPECIAL ASSIGNMENT	PRINCIPAL	ADMINST.	OTHER	N.A.
TOTAL	343 100.0	184 100.0	6 100.0	35 100.0	8 100.0	74 100.0	36 100.0
AWARE OF IT	285 83.1	167 90.8	4 66.7	32 91.4	7 87.5	55 74.3	20 55.6
NOT AWARE OF IT	34 9.9	15 8.2		2 5.7		15 20.3	2 5.6
NO ANSWER	24 7.0	2 1.1	2 33.3	1 2.9	1 12.5	4 5.4	14 38.9

SCHOOL PERSONNEL SURVEY TOTAL RESPONSES TO QUESTION # 7

TABLE # 10
Q.7 FIRST HEARD OF EDUCATION VOUCHER PROGRAM .....

	TOTAL	TEACHER	TEACHER ON SPECIAL ASSIGNMENT	PRINCIPAL	ADMINST.	OTHER	N.A.
TOTAL	343 100.0	184 100.0	6 100.0	35 100.0	8 100.0	74 100.0	36 100.0
FIRST TIME	19 5.5	9 4.9		2 5.7		7 9.5	1 2.8
BEFORE 1/71	106 30.9	63 34.2	1 16.7	13 37.1	2 25.0	19 25.7	8 22.2
DURING 1/71	95 27.7	57 31.0	2 33.3	14 40.0	2 25.0	15 20.3	5 13.9
DURING 2/71	51 14.9	29 15.8	1 16.7	3 8.6	3 37.5	12 16.2	3 8.3
DURING 3/71	35 10.2	18 9.8		2 5.7		13 17.6	2 5.6
DURING 4/71	4 1.2	2 1.1				2 2.7	
NO ANSWER	33 9.6	6 3.3	2 33.3	1 2.9	1 12.5	6 8.1	17 47.2

SCHOOL PERSONNEL SURVEY TOTAL RESPONSES TO QUESTION # 8

TABLE # 11

Q.8 SOURCE OF INFORMATION ABOUT EDUCATION VOUCHER PROGRAM IN GARY

	TOTAL	TEACHER	TEACHER ON SPECIAL ASSIGNMENT	PRINCIPAL	ADMINST.	OTHER	N.A.
TOTAL	343 100.0	184 100.0	6 100.0	35 100.0	8 100.0	74 100.0	36 100.0
RADIO	114 33.2	65 35.3		18 51.4	3 37.5	22 29.7	6 16.7
T. V.	67 19.5	37 20.1	1 16.7	12 34.3		12 16.2	5 13.9
NEWSPAPER	252 73.5	143 77.7	4 66.7	31 88.6	6 75.0	50 67.6	18 50.0
HANDBILL	132 38.5	86 46.7	3 50.0	15 42.9	1 12.5	19 25.7	8 22.2
SCHOOL BOARD MEETING	75 21.9	35 19.0		23 65.7	4 50.0	9 12.2	4 11.1
COMMUNITY GROUP	43 12.5	25 13.6	1 16.7	8 22.9	2 25.0	4 5.4	3 8.3
FRIENDS	113 32.9	73 39.7	1 16.7	15 42.9	1 12.5	17 23.0	6 16.7
RELATIVES	36 10.5	20 10.9		4 11.4	1 12.5	8 10.8	3 8.3
TEACHERS	155 44.0	106 57.6	1 16.7	12 34.3	2 25.0	20 27.0	10 27.8

SCHOOL PERSONNEL SURVEY TOTAL RESPONSES TO QUESTION # 8 (Cont'd.)

TABLE # 11 cont'd.
Q.8 SOURCE OF INFORMATION ABOUT EDUCATION VOUCHER PROGRAM IN GARY

	TOTAL	TEACHER	TEACHER ON SPECIAL ASSIGNMENT	PRINCIPAL	ADMINST.	OTHER	N.A.
SCHOOL ADMINISTRATORS	131 38.2	73 39.7	3 50.0	27 77.1	6 75.0	15 20.3	7 19.4
CHURCH GROUP	14 4.1	7 3.8		2 5.7	1 12.5	3 4.1	1 2.8
OTHER	55 16.0	28 15.2		9 25.7	2 25.0	12 16.2	4 11.1
NO ANSWER	34 9.9	6 3.3	2 33.3	1 2.9	1 12.5	8 10.8	16 44.4

SCHOOL PERSONNEL SURVEY TOTAL RESPONSES TO QUESTION # 9

TABLE # 12

Q.9 FIRST SOURCE OF INFORMATION WAS .....

	TOTAL	TEACHER	TEACHER ON SPECIAL ASSIGNMENT	PRINCIPAL	ADMINST.	OTHER	N.A.
TOTAL	343 100.0	184 100.0	6 100.0	35 100.0	8 100.0	74 100.0	36 100.0
RADIO	12 3.5	6 3.3		1 2.9		4 5.4	1 2.8
T.V.	1 .3	1 .5					
NEWSPAPER	117 34.1	73 39.7	1 16.7	9 25.7	3 37.5	26 35.1	5 13.9
HANDBILL	32 9.3	20 10.9		1 2.9		8 10.8	3 8.3
SCHOOL BOARD MEETING	15 4.4	8 4.3		1 2.9	1 12.5	4 5.4	1 2.8
COMMUNITY GROUP	7 2.0	3 1.6				2 2.7	2 5.6
FRIENDS	12 3.5	10 5.4		1 2.9		1 1.4	
RELATIVES	5 1.5	2 1.1				2 2.7	1 2.8
TEACHERS	21 6.1	17 9.2		1 2.9		3 4.1	

SCHOOL PERSONNEL SURVEY TOTAL RESPONSES TO QUESTION # 9 (cont'd.)

TABLE # 12 (cont'd.)
Q.9 FIRST SOURCE OF INFORMATION WAS .....

	TOTAL	TEACHER	TEACHER ON SPECIAL ASSIGNMENT	PRINCIPAL	ADMINST.	OTHER	N.A.
SCHOOL ADMINISTRATORS	46 13.4	22 12.0	2 33.3	14 40.0	1 12.5	7 9.5	
CHURCH GROUP							
OTHER	30 8.7	14 7.6	1 16.7	5 14.3	1 12.5	6 8.1	3 8.3
NO ANSWER	44 12.8	8 4.3	2 33.3	2 5.7	2 25.0	11 14.9	19 52.8

SCHOOL PERSONNEL SURVEY TOTAL RESPONSES TO QUESTION # 10

TABLE # 13

Q.10 AWARENESS OF EDUCATION VOUCHER PROGRAM OTHER THAN IN GARY

	TOTAL	TEACHER	TEACHER ON SPECIAL ASSIGNMENT	PRINCIPAL	ADMINST.	OTHER	N.A.
TOTAL	343 100.0	184 100.0	6 100.0	35 100.0	8 100.0	74 100.0	36 100.0
AWARE	126 36.7	73 39.7	4 66.7	26 74.3	4 50.0	9 12.2	10 27.8
NOT AWARE	188 54.8	107 58.2		8 22.9	3 37.5	60 81.1	10 27.8
NO ANSWER	29 8.5	4 2.2	2 33.3	1 2.9	1 12.5	5 6.8	16 44.4

SCHOOL PERSONNEL SURVEY TOTAL RESPONSES TO QUESTION #11

TABLE # 14
Q.11 INFORMATION ABOUT EVP IS .....

	TOTAL	TEACHER	TEACHER ON SPECIAL ASSIGNMENT	PRINCIPAL	ADMINST.	OTHER	N.A.
TOTAL	343 100.0	184 100.0	6 100.0	35 100.0	8 100.0	74 100.0	36 100.0
ENOUGH TO MAKE DECISION	95 27.7	50 27.2	1 16.7	15 42.9	4 50.0	20 27.0	5 13.9
NOT ENOUGH TO MAKE DECISION	151 44.0	74 40.2	2 33.3	12 34.3	3 37.5	34 45.9	26 72.2
UNDECIDED	81 23.6	54 29.3	1 16.7	6 17.1		18 24.3	2 5.6
NO ANSWER	16 4.7	6 3.3	2 33.3	2 5.7	1 12.5	2 2.7	3 8.3

SCHOOL PERSONNEL SURVEY TOTAL RESPONSES TO QUESTION # 12

TABLE # 15

Q. 12 DESIRABILITY OF EVP

	TOTAL	TEACHER	TEACHER ON SPECIAL ASSIGNMENT	PRINCIPAL	ADMINST.	OTHER	N.A.
TOTAL	343 100.0	184 100.0	6 100.0	35 100.0	8 100.0	74 100.0	36 100.0
HIGHLY DESIRABLE	28 8.2	18 9.8		3 8.6		7 9.5	
DESIRABLE	65 19.0	31 16.8	1 16.7	11 31.4	4 50.0	16 21.6	2 5.6
NOT SURE	138 40.2	81 44.0	2 33.3	11 31.4	2 25.0	33 44.6	9 25.0
UNDESIRABLE	50 14.6	29 15.8		5 14.3	1 12.5	11 14.9	4 11.1
HIGH UNDESIRABLE	26 7.6	15 8.2	1 16.7	3 8.6		4 5.4	3 8.3
OTHER	5 1.5	3 1.6					2 5.6
NO ANSWER	31 9.0	7 3.8	2 33.3	2 5.7	1 12.5	3 4.1	16 44.4

SCHOOL PERSONNEL SURVEY TOTAL RESPONSES TO QUESTION # 13

TABLE # 16

Q.13 MOST DESIRABLE FEATURE OF EVP

	TOTAL	TEACHER	TEACHER ON SPECIAL ASSIGNMENT	PRINCIPAL	ADMINST.	OTHER	N.A.
TOTAL	343 100.0	184 100.0	6 100.0	35 100.0	8 100.0	74 100.0	36 100.0
OPPORTUNITY FOR STUDENTS	64 18.7	34 18.5		4 11.4	1 12.5	21 28.4	4 11.1
SUPPORT FOR NON-PUBLIC SCHOOLS	42 12.2	27 14.7	2 33.3	4 11.4	1 12.5	7 9.5	1 2.8
BRING ABOUT IMPROVEMENTS	67 19.5	30 16.3	1 16.7	18 51.4	1 12.5	14 18.9	3 8.3
BETTER USE OF SCHOOL FUNDS	9 2.6	8 4.3				1 1.4	
CHANGE NEIGHBORHOOD SCHOOLS	17 5.0	13 7.1			1 12.5	3 4.1	
UNCERTAIN	79 23.0	46 25.0	1 16.7	6 17.1		18 24.3	8 22.2
OTHER	23 6.7	14 7.6		1 2.9	3 37.5	3 4.1	2 5.6
NO ANSWER	42 12.2	12 6.5	2 33.3	2 5.7	1 12.5	7 9.5	18 50.0

SCHOOL PERSONNEL SURVEY TOTAL RESPONSES TO QUESTION # 14

TABLE # 17

Q.14 LEAST DESIRABLE FEATURE OF EVP

	TOTAL	TEACHER	TEACHER ON SPECIAL ASSIGNMENT	PRINCIPAL	ADMINST.	OTHER	N.A.
TOTAL	343 100.0	184 100.0	6 100.0	35 100.0	8 100.0	74 100.0	36 100.0
OPPORTUNITY FOR STUDENTS	26 7.6	19 10.3		2 5.7		5 6.8	
SUPPORT FOR NON-PUBLIC SCHOOLS	45 13.1	18 9.8		7 20.0	3 37.5	13 17.6	4 11.1
BRING ABOUT IMPROVEMENTS	12 3.5	5 2.7		2 5.7		5 6.8	
BETTER USE OF SCHOOL FUNDS	9 2.6	7 3.8		1 2.9		1 1.4	
CHANGE NEIGHBORHOOD SCHOOLS	41 12.0	22 12.0	2 33.3	2 5.7		13 17.6	2 5.6
UNCERTAIN	132 38.5	77 41.8	1 16.7	14 40.0	3 37.5	27 36.5	10 27.8
OTHER	46 13.4	28 15.2	1 16.7	6 17.1	1 12.5	6 8.1	4 11.1
NO ANSWER	32 9.3	8 4.3	2 33.3	1 2.9	1 12.5	4 5.4	16 44.4

SCHOOL PERSONNEL SURVEY TOTAL RESPONSES TO QUESTION # 8

TABLE # 19

Q.8 SOURCE OF INFORMATION ABOUT EDUCATION VOUCHER PROGRAM IN GARY

	TOTAL	FIRST HEARD OF EVP: FIRST TIME	BEFORE 1/71	DURING 1/71	DURING 2/71	DURING 3/71	DURING 4/71	N.A.
TOTAL	343 100.0	19 100.0	106 100.0	95 100.0	51 100.0	35 100.0	4 100.0	33 100.0
RADIO	114 33.2	2 10.5	41 38.7	41 43.2	19 37.3	11 31.4		
T.V.	67 19.5	2 10.5	27 25.5	23 24.2	13 25.5	1 2.9		1 3.0
NEWSPAPER	252 73.5	7 36.8	84 79.2	84 88.4	44 86.3	24 68.6	3 75.0	6 18.2
HANDBILL	132 38.5	5 26.3	43 40.6	40 42.1	23 45.1	18 51.4	1 25.0	2 6.1
SCHOOL BOARD MEETING	75 21.9	2 10.5	30 28.3	31 32.6	7 13.7	4 11.4		1 3.0
COMMUNITY GROUP	43 12.5		18 17.0	15 15.8	8 15.7	1 2.9		1 3.0
FRIENDS	113 32.9	5 26.3	38 35.8	37 38.9	23 45.1	7 20.0		3 9.1
RELATIVES	36 10.5		18 17.0	11 11.6	4 7.8	3 8.6		
TEACHERS	151 44.0	5 26.3	55 51.9	50 52.6	27 52.9	9 25.7	2 50.0	3 9.1

SCHOOL PERSONNEL SURVEY TOTAL RESPONSES TO QUESTION # 15

TABLE # 18
Q.15 WILLINGNESS TO USE EVP

	TOTAL	TEACHER	TEACHER ON SPECIAL ASSIGNMENT	PRINCIPAL	ADMINST.	OTHER	N.A.
TOTAL	343 100.0	184 100.0	6 100.0	35 100.0	8 100.0	74 100.0	36 100.0
YES	155 45.2	87 47.3	1 16.7	25 71.4	5 62.5	32 43.2	5 13.9
NO	32 9.3	12 6.5	1 16.7	3 8.6		11 14.9	5 13.9
UNDECIDED	111 32.4	72 39.1	2 33.3	5 14.3	1 12.5	23 31.1	8 22.2
OTHER	12 3.5	5 2.7			1 12.5	4 5.4	2 5.6
NO ANSWER	33 9.6	8 4.3	2 33.3	2 5.7	1 12.5	4 5.4	16 44.4

SCHOOL PERSONNEL SURVEY TOTAL RESPONSES TO QUESTION # 8 (cont'd.)
TABLE # 19 (cont'd.)
Q.8 SOURCE OF INFORMATION ABOUT EDUCATION VOUCHER PROGRAM IN GARY

	TOTAL	FIRST TIME	BEFORE 1/71	DURING 1/71	DURING 2/71	DURING 3/71	DURING 4/71	N. A.
SCHOOL ADMINISTRATORS	131 38.2	3 15.8	48 45.3	54 56.8	14 27.5	10 28.6		2 6.1
CHURCH GROUP	14 4.1		6 5.7	4 4.2	4 7.8			
OTHER	55 16.0	3 15.8	21 19.8	18 18.9	6 11.8	5 14.3	1 25.0	1 3.0
NO ANSWER	34 9.9	4 21.1	6 5.7					24 72.7

THE PRE-PLANNING VOUCHER BOARD

The 15 member Pre-Planning Voucher Board was selected from the Gary community. These members represent constituents (stakeholders) which are those persons in the Gary community who have an actual stake in the decision along with all matters dealing with the educational process, and who will be affected by the institution of a voucher system. This includes administrators, teachers, parents, students, government, business and industry. Broad-based Community organizations were asked to appoint or elect a representative to the Board along with representatives from the Governor's, Mayor's, and School board offices. The one criteria for Membership on the board was that the appointees/ electees be favorably disposed to the feasibility study.

The members of the Pre-Planning Voucher Board are:

Governor's Office
Dr. James B. Kessler
Administrative Assistant

Mayor's Office
Mr. Carroll Harvey
Special Assistant to
Housing and Community
Development

Board of Ed. School Trustee
Dr. Alfonso Holliday, II
Chairman of the Board of
School Trustees
School City of Gary

School Administrators
Clement Watkins
Principal Duncan School

Teachers Union
Mrs. Sandra Irons
Beckman Jr. High School

Parochial Schools
Mr. Edward B. Fech, Prin.
Catholic Elem School
Pres. of Diocese of
Gary Schools

University
Dr. Frank Cizon
Chairman of Sociology
Indiana University

Students
Miss Faye Tippy
Gary Youth Fourm

Chamber of Commerce
Mr. Robert Waechter
President

Model Cities
Mrs. Vivian LaMar
Social Worker Aid

City-Wide P.T.A.
Mr. Cleveland Broome
Second Vice President

Latin Coalition
Mr. Tom Miranda
Representative to
Voucher Workshops

Metro Corp.
Juanita Harris
First Vice President on
Metro Board

American Civil Liberties
Union
Mrs. Lotte Meyerson

Reciprocal Education Program (REP)
Mrs. Mamie Porter
Leadership Training Dir.
for REP Council

APPENDIX

CONSULTANTS & FACILITATORS

Miss Judy Areen
Center for Public Policy and Planning
Cambridge, Mass

Mr. Terry Barnett
Harvard University

Mr. Clarence Born, Esq.
Attorney, Gary

Mr. Robert Bothwell
Center for Public Policy and Planning
Cambridge, Mass.

Mr. Henry Casanave
National Director of Model
Cities Program, Public Service Careers

Dr. Robert Dentler
Director
Center for Urban Education
New York

Mr. Dennis Doyle
Center for Public Policy and Planning
Cambridge, Mass.

Dr. Mario Fantini
Dean, School of Education
State University of New York

Monsignor Melevage
Superintendent
Diocese of Catholic Schools - Gary

Dr. Montague Oliver
Former member of
Gary School Board

Miss Wendy Peter
Abt Associates
Cambridge, Mass.

Mr. Fred Stern
President
Calumet Chapter ACLU

Mrs. Barbara Leak Wesson
Model Cities
Gary

Mr. Charles Wilson
New York University
New Careers Training Laboratories

SELECTED BIBLIOGRAPHY ON VOUCHERS

Arons, S. "The Joker in Private School Aid." Saturday Review. January, 1971.

Bane, Mary Jo. "Education Vouchers." Harvard Educational Review. February, 1971.

Berube, Maurice R. "The Trouble with Vouchers." Commonweal. January 29, 1971.

Carr, Ray A. and Gerald C. Hayward. "Education by Chit: An Examination of Voucher Proposals." Education and Urban Society, February, 1970.

Clark, Kenneth B. "Alternative Public School Systems." Equal Education Opportunity. Cambridge, Mass.: Harvard University Press, 1969.

Clayton, A. Strafford. "Vital Question, Minimal Responses." Phi Delta Kappan, September, 1970.

Coleman, James S. "Incentives in Education, Existing and Proposed." Johns Hopkins University. (Mimeographed).

Coleman, James S. "Toward Open Schools.: The Public Interest. Fall, 1967.

Conns, John E. "Recreating the Family's Role in Education." Inequality in Education, Harvard Center for Law and Education, March 16, 1970.

Conns, John E., William H. Clune, III and Stephen D. Sugarman. "Educational Opportunity: A Workable Constitutional Test for State Financial Structures.: California Law Review. Berkeley: California Law Review, Inc., Vol. 57, No. 2, April, 1969.

Dentler, Robert A. "Vouchers: A Problem of Scale.: Teachers College Record. February, 1971.

Downs, Anthony. "Competition and Community Schools.: written for a Brookings Institution Conference on the Community Schools held in Washington, D.C., December 12-13, 1968, Chicago, Illinois. Revised version, January, 1969.

Doyle, Denis P. "Voucher Experiments are Proposed.: California Journal. February, 1971.

Fantini, Mario D. "Public Schools of Choice and the Plurality of Publics.: Educational Leadership March, 1971.

Fantini, Mario D. "Public Schools of Choice." PTA Magazine. January, 1971.

SELECTED BIBLIOGRAPHY ON VOUCHERS (contd.)

Fantini, Mario D. "Educational Agenda for the 1970's: Public Schools." Social Policy. November/December 1970.

Friedman, Milton. "The Role of Government in Education." Capitalism and Freedom. Chicago: University of Chicago Press, 1962.

Fuchs, Estelle. "The Free Schools of Denmark." Saturday Review. August 16, 1969.

Havighurst, Robert J. "The Unknown Good: Education Vouchers." Phi Delta Kappan. September, 1970.

Janssen, Peter A. "Education Vouchers.: American Education. December, 1970.

"Jencks Tuition Voucher Plan." America. June 20, 1970.

Jencks, Christopher. "Giving Parents Money for Schooling." Phi Delta Kappan. September, 1970.

Jencks, Christopher. "Is the Public School Obsolete?" The Public Interest. Winter, 1966.

Jencks, Christopher. "Private Schools for Black Children." The New York Times Magazine. November 3, 1968.

Jencks, Christopher. "Will Congress Pay for Education?" New Republic. January 11, 1964.

Katzman, Martin. "The Pricing of Municipal Services, " prepared for The Urban Institute, Washington, D.C. 1970.

Kirk, Russell. "Free Choice: A Voucher Plan." National Review. June 17, 1969.

Krughoff, Robert M. "Private Schools for the Public." Education and Urban Society. Vol. 2, November, 1969.

Levin, Henry M. "The Failure of the Public Schools and the Free Market." The Urban Review. June, 1968.

MacNeven, Robert. "The Educational Voucher Plan." School and Community November, 1970.

"Market Economy for the Schools." Business Week. February 6, 1971.

McCann, Walter and Judy Areen. "Vouchers and the Citizen-Some Legal Questions." Teachers College Record. February, 1971.

"New Coalition Organises to Fight School Vouchers." American Teacher. October, 1970.

SELECTED BIBLIOGRAPHY ON VOUCHERS (contd.)

"No Magic in Vouchers." Nation. June 29, 1970.

"Parents Would Buy Schooling with a Voucher." The National Observer. February 2, 1970.

"PTA Opposes OEO Voucher System." PTA Magazine. November, 1970.

"School Vouchers: Building a Market for Schoolmongers." American Teacher. September, 1970.

Shanker, Albert. "What's Wrong with Vouchers?" American Teacher. April, 1971.

Sibelman, Larry. "The Voucher Vultures.: American Teacher, November, 1970.

Sizer, Theodore and Phillip Whitten. "A Proposal for a Poor Chilcren's Bill of Rights." Psychology Today, August, 1968.

Smith, A. The Wealth of Nations. New York: Random House, 1937.

A Study of the American Independent School. How the Public Views Non- Public Schools. Cambridge, Mass.: Gallup International, July 29, 1969.

Swanker, Esther and Bernard E. Donovan. "Voucher Demonstration Project: Problems and Promise." Phi Delta Kappan. December, 1970.

"Voucher System." PTA Magazine. February, 1971.

West, E.G. Education and the State. London: Institute of Economic Affairs, 1965.