

"Quality education will grow as rapidly as creativity allows. Teachers, unencumbered by bureaucracy, will establish schools they have, in the past, only dreamed about."

—Jack Hickey

WHAT THE HICKEY CANFIELD AMENDMENT PROVIDES

Economic Incentive: Parents can use performance voucher Certificates to secure education suited to each child's needs. Families will not have to move to a different neighborhood to find a better school.

Accountability: Educational accountability will be assured under the *performance first, payment later* voucher system.

De-Regulation: Compulsory attendance laws and other obsolete sections of the education code will be abolished. Parents and students will be free to seek education whenever, wherever and however they choose. Teachers will be free to pursue their chosen profession in their own special ways.

Emphasis on Basics: The initiative places a minimum value of 70% on basic skills education. The remaining 30% may be used for other subjects.

Cost Reductions: The Hickey-Canfield initiative is not designed to redress social ills. Nor does it provide busing. It *will* reduce the public education budget by at least 20%, or a minimum of two billion dollars.



C.R.E.D.O.

Committee to Redistribute Educational Dollars Objectively

Jack Hickey, Chairman
243 Ferndale Way, Redwood City,
CA 94062
(415) 368-5722

Constitutionality: The initiative does not violate separation of church and state as established by the U.S. Constitution. The performance voucher contract exists only between the state and the parent, not between the state and a church.

Rekindled Family Unity: With parents and children learning together, the family unit will grow in strength and purpose.

Motivation: The Hickey-Canfield performance voucher initiative will increase parents' motivation to resume responsibility for their child's education, the students' motivation to learn effectively at their own rate, and the teachers' motivation to create the best possible environment in which to teach and learn.

The Hickey-Canfield Performance Voucher Amendment offers you an alternative. It offers all Californians a chance to expand the range of educational opportunities available to every child. Will you help make this alternative a reality?

Yes, I want to help expand the educational opportunities for all children.

Enclosed is a check for ☐ \$ _____

☐ \$25 ☐ \$15 ☐ \$5 to help support the Hickey-Canfield Performance Voucher Initiative. I understand that 15¢ will send this information to one family. \$15 will provide information for 100 families.

☐ Please send me _____ initiative petitions to circulate among concerned friends and neighbors.

Name _____

Address _____

City _____ State _____ Zip _____

Make checks payable to:

C.R.E.D.O.

Committee to Redistribute Educational Dollars Objectively. Jack Hickey, Chairman.

243 Ferndale Way, Redwood City, CA 94062

(415) 368-5722.



Jack Hickey, a 45 year old Redwood City inventor and electro-optic consultant, father of seven school age children.



Roger Canfield, a college professor, management consultant, father of two young children and last year a candidate for San Mateo Congressman Leo Ryan's vacant seat.

PROPOSED AMENDMENT TO THE CONSTITUTION OF THE STATE OF CALIFORNIA

I. ARTICLE IX, SECTIONS 1-8 AND 10-16 ARE AMENDED TO READ AS FOLLOWS:

Sec. 1. INTENT OF THE PEOPLE

a. A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the Legislature shall encourage, by the means provided for in this Article, the promotion of intellectual, scientific, moral and agricultural improvement.

b. The Principles of Subsidiarity and Accountability being the essence of this Article, and acknowledging the diversity of life-styles in this State, it is the will of the people that the Legislature shall enact no laws restricting how, where, why or when the education of the people occurs, and, unless otherwise provided for in this Article, all monies expended by the State or any of its agencies for the education of the people, shall be allocated, in the form of Performance Payments, directly to the student, or legal guardian or assignee thereof, for subject-related performance.

c. Nothing in this section shall affect the provisions of Article XIII.

Sec. 2. EDUCATIONAL PERFORMANCE FUND

The Legislature shall establish an Educational Performance Fund providing for a lifetime total of payments for students under the age of 21 years not to exceed the lesser of: \$25,000; or, the product of \$2,000 multiplied by the difference between 21 and the age of such student on June 30, 1981.

Sec. 3. ADMINISTRATION

Upon Passage of this Amendment, the Legislature shall establish from within the Department of Education, a successor thereto to be known as the Department of Educational Accountability, hereinafter referred to as the Department, for the purpose of:

a. providing for initial determinations of subject and grade related performance levels of all students between the ages of 5 and 21 years, which determinations shall in no instances exceed the age-related grade level.

b. providing for bi-annual, objective testing by an outside agency or agencies, of all students, at the request of the student or their legal guardian, and maintaining records of student performance.

c. establishing an Educational Performance Payment Schedule for subject and grade related performance for grades K-12, with Basics accounting for at least 70% of payments.

d. issuing Educational Performance Fund Redemption Certificates, hereinafter referred to as Certificates, annually beginning June 30, 1981, for students between the ages of 5 and 21 years, having a total redeemable value not to exceed \$2,000 per student per annum.

e. succeeding the Department of Education beginning June 30, 1981.

f. disbursing and recording payments from the Educational Performance Fund for Certificates presented, in amounts dictated by student attainments applied in accordance with provisions of this section; upon the death of a student less than 21 years of age, payment shall be made for obligations which would have accrued as a result of prior testing, as well as a pro-rated payment based on a presumption of normal improvement from the previous levels, with a maximum presumption of one grade-level improvement; redeemed Certificates shall be returned to the student as a permanent record of attainment.

Sec. 3.5. DIRECTOR OF THE DEPARTMENT OF EDUCATIONAL ACCOUNTABILITY

The Superintendent of Public Instruction shall assume the position of Director of the Department of Educational Accountability, and the Legislature shall provide for the election, by qualified voters of the State, of the successors thereto; effective upon passage of this Amendment.

Sec. 4. TESTING

a. For the purpose of determining performance, the Department, beginning June 30, 1981 and annually thereafter, shall specify from norm-referenced tests in use, those five tests most frequently used nationally in the preceding

twelve month period, providing that such usage of any one test shall comprise at least 2% of the total for all five.

b. The Department may additionally provide for local test variations. Provision shall be made on Certificates for selection from the above tests, by the student or their legal guardian, that to be used in testing each student.

Sec. 5. RESOURCES UTILIZATION

a. To encourage participation by a broad spectrum of the populace, the Legislature shall provide that income derived from allocations made in accordance with provisions of Section 1 of this Article be tax-exempt.

b. The Legislature shall provide for the utilization and/or disposition of the publicly-owned educational properties in this State, with monies accruing therefrom being used to provide initial funding of the Educational Performance Fund; effective upon passage of this Amendment.

c. To facilitate a continuity of educational experiences and accreditations, the Legislature shall encourage participation by large corporations and other organizations in the formation and operation of open-enrollment schools from existing government institutions, providing for loans from the Educational Performance Fund, such loans being secured by Certificate assignments and totaling not more than \$2,000 for any one student. Students may withdraw from such schools following testing, with the school receiving any Performance Payments resulting therefrom, and the residual value of the previously assigned Certificate reverting to the legal guardian.

Sec. 6. EXPENDITURE INDEXING

For the purpose of this Article, all dollars are in June 30, 1979 values, adjusted for inflation by the Consumer Price Index of the U.S. Department of Labor or successor agency.

Sec. 7. PROHIBITIONS UPON THE STATE

a. Neither the State nor any of its creations shall engage in the operation or regulation of primary, secondary or technical schools.

b. Nothing in sections 1-6 of this article shall be interpreted as empowering the State to regulate the providers of educational experiences.

c. The State shall not engage in the specification, preparation, production or distribution of textbooks or other instructional materials.

Sec. 8. EXPENDITURE LIMIT

Annual expenditures for administration of the Department of Educational Accountability shall not exceed 10% of the total projected redeemable value of Certificates issued in accordance with section 3d of this Article.

Sec. 10. SEVERABILITY

If any section, part, clause or phrase hereof is held to be invalid or unconstitutional for any reason, the remaining sections shall not be affected but will remain in full force and effect.

II. All references in this Constitution to "Superintendent of Public Instruction" shall be replaced by "Director of the Department of Educational Accountability".

III. The following deletions are included as a part of this Amendment to remove references which are obsolete by it:

a. Article IV; delete from section 12d, the phrase "except appropriations for the public schools";

b. Article VII; delete section 4i;

c. Article XIII; delete from section 3d, the words "public schools".

IV. ARTICLE XVI, SECTION 8 IS AMENDED TO READ AS FOLLOWS:

Sec. 8. The Educational Performance Fund and the Department of Educational Accountability shall be supported first by sales tax revenues, then by revenues determined by the Legislature.

V. THIS AMENDMENT SHALL BE EFFECTED BEGINNING JUNE 30, 1981, UNLESS OTHERWISE PROVIDED FOR HEREIN.

"For the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach those of their parents."

Testimony before the U.S. Senate Subcommittee on Education, 1979

One year ago parents in Pacific Palisades, a wealthy Los Angeles county suburb, opened their own neighborhood grammar school. One hundred students attended; one hundred sixty-five were on the waiting list. This year two more schools in this parent-controlled system will open.

Nearly twelve years ago one parent began a school, Wednesday nights and Saturdays, for children in her predominantly black East Palo Alto ghetto community. Today, the Nairobi Schools system corporation offers one of the best K-12 educational programs for black students in the country.

More and more ordinary citizens are now teaching their own children at home, or sending them to private schools at considerable financial hardship.

What do these seemingly disparate individuals and communities have in common?

They share an increasing disenchantment with the California public school system. Their aspirations for educational opportunity have not been met, and they are pursuing them elsewhere.

"Each time a battle for quality education is lost, public support . . . diminishes and people begin to look for radical alternatives to the present system."

—Assemblyman Robert Naylor, San Mateo Times, August 1979

We all know what's wrong with our public school system.

Many schools are scenes of chaos and violence. Drug and alcohol use is often uncontrollable. And compulsory attendance laws force students to remain in these unhealthy environments.

Students lack motivation. Test scores slip lower each year. Many graduates can't read or complete a simple job application form. They have no "salable" skills.

Teachers lack motivation. An obsolete education code inhibits creative teaching. And good teachers are routinely discouraged by tenure law inequities.

Public schools are expensive. Between ten and twelve billion dollars (nearly \$3,000 per child) will be spent this year in California alone, a sum controlled by the public school monopoly. Yet the administrators and educators are not accountable for the failures.

Never has so much produced so little for so many!

"There's a national epidemic of failure. It isn't black. It isn't white. It isn't inner city. It is a national epidemic of failure of public schools in this country—all of them."

—Reverend Jesse Jackson

CAUSES AND SOLUTIONS

Public school administrators admit there are problems. They say parents and taxpayers are to blame. Parents don't care; taxpayers reject tax initiatives and bond issues.

The administrator's solution: more money

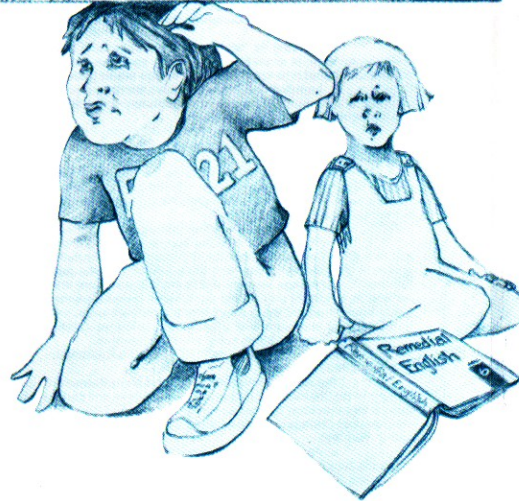
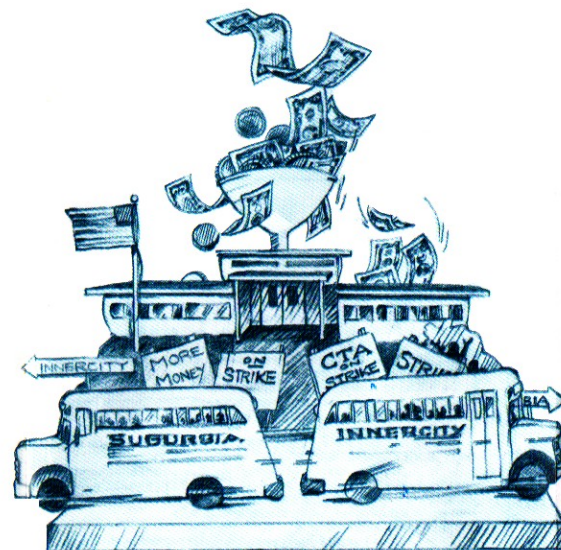
Teacher unions have suggestions also: smaller class size, higher salaries and benefits for teacher incentive, more basic skills or "special" education programs.

Their solution: the same, more money

Research has shown no appreciable relationship between class size or money spent and student performance.

Lack of money is not the cause!

More money is not the solution!



"Ask yourself what activities in the U.S. have participated least in the technological revolution of the past century. Schooling, mail service and legislative activity head the list."

—Milton Friedman, Nobel prize winning economist and proponent of the "voucher" concept. New York Times Magazine.

Over a year ago Jack Hickey had seen enough of the problems. He had an idea. Hickey, a 45 year old Redwood City inventor and electro-optic consultant, father of seven children ranging from kindergarten to college age, began researching the causes.

While spreading the word about his idea, Hickey was soon joined by Roger Canfield, a college professor, management consultant, father of two young children and last year a candidate for San Mateo Congressman Leo Ryan's vacant seat.

Together they have created the Hickey-Canfield Performance Voucher Amendment.

THE PROBLEM RE-DEFINED

The Real Causes

Hickey and Canfield know that the California public school system has failed due to its lack of accountability, coercive attendance policies (including forced busing), over-regulation of educators, and the wasteful, inefficient educational bureaucracy. A motivational crisis now exists among parents, students and teachers.

"The bottom line is quality education. We want productivity and results. Right now, we've got a lot of charades going on."

—Roger Canfield

THE ALTERNATIVE

An Amendment

Hickey and Canfield concluded that an amendment to the state constitution was in order. Without constitutional prohibitions, the state legislature would continue to be vulnerable to the enormous pressures exerted by special-interest lobbies—pressures that have resulted in the creation of our present outmoded, ineffective public education code.

The Hickey-Canfield Performance Voucher Initiative, an amendment to the California Constitution, offers an alternative for improved education in California. It will:

- Return to parents the responsibility and authority to provide quality education tailored to the needs of their child.
- Give parents the financial means to secure this education.
- Make educators accountable to taxpayers and parents.
- De-regulate the educational establishment.
- Cut bureaucratic waste.
- Ensure a return to Basics.
- Motivate children to learn, parents to care and teachers to respond.

THE PERFORMANCE VOUCHER

The performance voucher is a Certificate representing \$2,000 in shares of the State Educational Performance Fund, issued annually. It acknowledges the value entrusted by the people in each child's education. Use of the performance voucher is the right of every parent and child in the state.

A Contract

Basically the performance voucher is a contract between the state and parent. It allows parents to assign a voucher to any suitable educator(s). This educator may be a school, organization or teacher, whomever parents choose to teach their children. Or parents may teach their children themselves.

Performance first, payment later

Most important, the performance voucher is not "instant money." It cannot be redeemed until the student first demonstrates progress—or that learning has taken place. It is this *performance first, payment later* principle that ensures accountability. It is a unique feature of the Hickey-Canfield performance voucher plan.

Divisibility

Another unique feature is the divisibility of the voucher itself. Parents can assign all or part of the performance voucher to one or several different sources of education. It may be used to secure educational materials as well as services, to provide music and art lessons as well as lessons in the Basics.

Never loses value

Performance vouchers have a built-in cost of living factor. They can only increase in value as a student's performance improves. Students will learn at their own rates, without fear of failure.

Choosing a school

Neighborhood Schools: Continuation of the present neighborhood schools is encouraged. Persons or organizations willing to operate existing school facilities will receive encouragement from the state in the form of low cost loans and shared use of choice school sites. In return, these *open-enrollment* schools must accept voucher assignments as tuition in full.

Private Schools: Admission to private schools will continue to be based on the school's own standards. Although not required to accept voucher assignments, most private schools will find it profitable to do so.

Schools without walls: Learning can take place *anywhere* under the performance voucher plan: in libraries, homes or parks—using a teacher, home micro-computer, cable television or tapes.