

PROPOSITION 174
(The Voucher Initiative)

OVERVIEW OF PACE ANALYSIS

Policy Analysis for California Education (PACE)
3659 Tolman Hall
School of Education
University of California
Berkeley, CA 94720
(510) 642-7223

Policy Analysis for California Education (PACE) has analyzed the financial, legal, and social ramifications of Proposition 174, the school choice initiative, so as to provide Californians and policy makers with accurate, unbiased information. This packet contains important Questions and Answers about the initiative, summaries of PACE's Financial Analysis and Polling Report, and background information on PACE and its directors.

In all PACE has published five separate analyses of Proposition 174 which are available upon request.

List of PACE reports on Proposition 174

(Please mark the reports which you desire.)

Financial Analysis	_____
Summary of Polling Results	_____
Analysis of Initiative Text	_____
Federal Income Tax Analysis	_____
Summary of Research on School Choice in the United States	_____
Information about Private Schools in California	_____

To receive copies of these analyses please call the PACE offices at (510) 642-7223 or return this order form to PACE.

Funding for PACE's analyses of the school voucher initiative is from The Stuart Foundations, The Walter and Elise Haas Foundation, The Miriam and Peter Haas Foundation, The Ahmanson Foundation, The San Francisco Foundation, The Wallace Alexander Gerbode Foundation, The Walter S. Johnson Foundation, ARCO, Columbia Foundation, The David and Lucile Packard Foundation, and The William and Flora Hewlett Foundation.

Policy Analysis for California Education (PACE)
3659 Tolman Hall
School of Education
University of California
Berkeley, CA 94720
Tel#: (510) 642-7223
Fax#: (510) 642-9148

PROPOSITION 174

QUESTIONS & ANSWERS FOR PARENTS AND TAXPAYERS

Choosing a School

How would Proposition 174 affect where I send my child to school? Could I choose to continue to use the local public school? Could I use the voucher at any private school?

Parents would decide whether they want to send their child to a public or private school and have the option of continuing to send their child to the same school as in the past. But parents must be aware that not all private schools will accept vouchers. Some schools may opt not to redeem vouchers for a variety of reasons, such as, fear of state regulation. Other private schools may have no additional space or may have admissions criteria which must be met.

Funding

How would the voucher work?

If your child is accepted for enrollment in a voucher-redeeming school of your choice, the state would pay your child's voucher directly to the school each month.

What if a school charges more than \$2,500 or less than \$2,500?

Schools may charge more than the state scholarship payment (about \$2,500). They could raise their tuition at any time. Some private schools have financial aid for low income parents. No one can predict if tuition will go up. But, if private school supply does not expand at all, it is probable that the increased demand of scholarship holders confronting limited supply would result in tuition increases. On the other hand, an increase in new private schools could create more competition that would inhibit tuition increases. If a school charges less than \$2,500, the surplus would become a credit, held in trust by the state for the student for later application toward charges at any scholarship redeeming school or any California institution of higher education which meets this initiative's requirements.

What if my child switches from a public to a private school?

The California Attorney General issued an opinion that students who switch from public to voucher-redeeming schools would be eligible for vouchers in fall 1994.

What if my child is already in private school -- when would the money be available?

The initiative states that students enrolled in private schools in October 1991 would not be eligible until fall 1995. Other students would be eligible in fall of 1994.

Would vouchers be taxable?

The Initiative exempts vouchers from California state tax, but there has been no ruling by the United States Internal Revenue Service regarding federal taxes.

State Costs/Savings

Would vouchers cost or save the state money?

It is difficult to estimate the actual costs or savings as they would be heavily dependent on how state government decides to allocate funds and how many students take advantage of the voucher. Because there are 540,000 students already in private schools the initiative exposes the state to \$1.35 billion in possible additional costs over the first two years. There are scenarios in which these costs could be covered, but they depend on spending decisions by state lawmakers and on the transfer of a high number of public school students to voucher-redeeming schools. At the same time there would be several side effects including widening the gap between rich and poor public school districts' per student spending.

Logistics/Admissions

Are there enough private schools to meet future demand?

Some private schools currently have vacant spaces and could fill them with state voucher students. Also, it is likely that the initiative would expand the current supply of private schools. However, there is no guarantee that new private voucher-redeeming schools would be created in your area. How much new supply, where it would be located, and how it would be developed is impossible to predict.

The initiative also permits public schools to convert to voucher-redeeming schools, but these schools would receive only one half of their current state subsidy. On the other hand, converted public schools would have fewer state regulations, thus encouraging conversion to voucher-redeeming status.

Will my child be admitted to private school?

There is no guarantee that your child will be admitted to the private voucher-redeeming school which you prefer. Private schools may not discriminate on the basis of race, ethnicity, color, or national origin. But private voucher-redeeming schools may refuse to admit students based on gender, religion, academic qualifications, physical or mental ability, or ability to speak English.

Could I teach my child at home and qualify for a \$2,500 voucher?

No, schools with fewer than 25 students would not qualify to receive voucher payments.

What if my child is handicapped?

The initiative has no specific provisions concerning handicapped pupils. The legislature would be authorized, but not required, to award supplemental funds for pupils with "special needs."

What if my child is limited-English-speaking?

The initiative has no specific provisions concerning limited-English-speaking pupils.

What about transportation to voucher-redeeming schools?

The initiative does not require or provide for transportation to private or public voucher-redeeming schools. The state legislature, however, may choose to provide transportation funds. Many California public school districts no longer provide pupil transportation because they have no money for this purpose.

Could my child be dismissed from a voucher-redeeming school? On what basis?

Students may be dismissed from private voucher-redeeming schools if the school determines that the student either is not benefitting from instruction, or has a discipline problem as defined by each school's own code of conduct and dismissal policies.

Proposition 174 and the public schools

What would be the initiative's impact on the public school my child now attends?

It is difficult to know for sure. It partially depends on how many students leave your local public school and other public schools. For each student who leaves, most schools will lose the current state payment per pupil. Schools may be able to cut back expenses as they lose pupils, but a slight loss of 2 or 3 pupils per class may not make it possible to lay off a teacher or reduce operating expenses much.

Didn't the state already approve a school choice law? How is this different from the public school choice bill passed in 1993 by the California legislature?

The new state choice laws passed in 1993 only apply to public schools giving, for the first time, students the right to attend public schools outside their own school district. However, there must be space and the local school board must agree to accept the inter-district transfers. The voucher initiative differs in that it includes private schools which choose to redeem vouchers.

If I am dissatisfied with my local public school is there a way to change it without choosing another school?

California schools are governed by an 11,000 page state education code, and by 1,000 local school boards. Many local schools have innovations and different options that in the past were stimulated by parent participation. One newly available option for changing public schools in California is called "Charter Schools." "Charter Schools" allow for less regulation by the state and emphasize the development of alternative schools designed primarily by teachers.

Information

Where would I obtain information about private and public schools?

The initiative permits the State Board of Education to publish test scores for all public and private schools. If the Board chooses to initiate a test, this test must be based on "national standards." The state legislature may choose to provide more information to help you compare schools, but this will cost more state money. Currently, the state does not compile private school profiles or data for parent use in evaluating or choosing private schools; so information is not available immediately.

Government

Would the Initiative lessen government bureaucracy? How?

The state legislature would need to establish a system of accounting for each student who redeems a voucher until the student reaches the age of twenty-six. Also, The state would need to create a system for distributing monthly voucher payments to each voucher-redeeming school. On the other hand, for every student who switches to a voucher-redeeming school the state would not have to account for that student in the public school system.

Other states

Has any other state implemented a voucher system like this California initiative?

There is no precedent anywhere in the U.S. for this initiative. A prior experiment in San Jose (Alum Rock, CA) did not include private schools. A current experiment in Milwaukee Wisconsin with only nonreligious private schools involves fewer than 1,000 pupils. By comparison, there are 5.8 million pupils in California.

Altering the Initiative

If there are flaws in the initiative's provisions, how could they be fixed?

The initiative is a proposed constitutional amendment so changes could only be made by a majority vote of the state's voters to amend the California Constitution.

Legal

What are the legal issues raised by the initiative? Would the initiative be challenged in the courts?

The initiative raises a number of legal issues including: separation of church and state; public funding of single-sex schools; access for handicapped students; and equal and due process rights of students who are being dismissed from school. The initiative states that if any specific sections of the initiative are determined to be invalid, other components of the initiative would still apply. If the initiative passes it is highly likely that several legal challenges would be pursued immediately.

PROPOSITION 174

Summary of PACE's Financial Analysis

- Fiscal consequences of Proposition 174 are characterized by uncertainty. Financial projections are heavily dependent upon assumptions regarding the number of students who redeem vouchers and a variety of decisions which must be made by the legislature and the governor.
- Proposition 174 exposes the state to \$1.35 billion in potential added costs. These costs are attributable to the possible need to pay for all currently enrolled private school students.
- In order for the state to realize savings from Proposition 174, (1) approximately 1 million students would have to transfer from public schools to "scholarship" schools, and (2) policymakers would need to choose not to reinvest the "savings" in education.
- If "savings" from Proposition 174 are not reinvested in education, then per pupil revenues for public school students would drop and the value of the voucher would decline.
- Substantial annual taxpayer savings could result if "savings" from Proposition 174 were not reinvested in schools or not transferred to other government-funded services.
- Proposition 174 saves public costs of school construction, depending upon how many current and future public school students utilize "scholarship" schools.
- Per pupil revenue differences among public school districts will increase proportionate to the number of public school student transfers to "scholarship" schools.
- Proposition 174 dilutes the public school minimum per pupil revenue guarantee voted by the electorate in 1989. (This is the Proposition 98 guarantee.)

THE NATION

School-voucher plan hits snag

Calif. study says savings don't add up

By Maria Puente
USA TODAY

California's school-voucher measure will cost so much up front — \$1.35 billion — that more than 1 million students will have to leave public schools before the state realizes any savings.

That's one of the conclusions of a study of Proposition 174 released Monday by Policy Analysis for California Education, a non-partisan think tank run by Stanford University and the University of California at Berkeley.

Proposition 174, one of the most closely watched ballot measures in the nation, would revolutionize education, bringing changes even more sweeping than the Proposition 13 tax revolt of the 1970s.

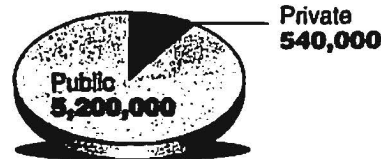
It would amend the state constitution to give parents \$2,600 vouchers annually for each school-age child. The vouchers could be used to offset the cost of education at any public or private school, including religious schools.

In addition, all of the 540,000 students now in private school would get vouchers by 1995 — a cost of \$1.35 billion.

Calif. schools: the nation's largest system

More than 1 in 10 of the USA's students attend schools in the Golden State. Facts on California's education system for the 1992-93 school year, unless otherwise indicated:

What schools students are enrolled in



Growth in enrollment (1982-1992)



School dropouts (ages 16-19)



Pupil/teacher ratios



Per pupil spending



Average teacher salaries



Minority enrollment

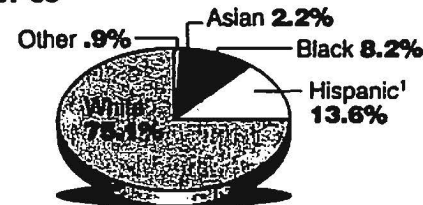


By Sarah Fawcett

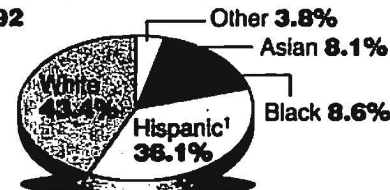
CALIFORNIA CLASSROOM: First graders Shantell de la Cruz, left, and Shaka Rosebough study in a San Francisco area elementary school.

California school's racial/ethnic mix

1967-68



1991-92



1 - Hispanics can be of any race

Source: American Legislative Exchange Council; National Education Association; California Department of Education

By Nick Gallianakis, USA TODAY

Proponents say 174 will improve the public schools by forcing them to compete for students. Opponents, led by teacher unions, say 174 will encourage the middle class to abandon public schools, leaving them to poor black, Hispanic, disabled and non-English-speaking children.

Another study released Saturday by the Rand Corp. concluded there is no way to predict whether the measure on

the November ballot will save money or exacerbate California's fiscal crisis.

Both the Policy Analysis and Rand studies found that the more students who leave public schools, the better for the state's budget. But neither could predict how many of the 5.2 million pupils would leave.

The state suffers a loss if fewer than 1 million pupils switch to private schools, and it

stands to make a profit if more than 1 million pupils switch.

Also, the measure could save billions that would otherwise be spent on building new schools. But there's no way to estimate how much. "There's uncertainty in every dimension," said policy analysis director Gerald Hayward.

That uncertainty is why Republican Gov. Pete Wilson has not yet taken a stand.

"Philosophically, the concept of vouchers is something he believes in," said spokesman Dan Schnur. "But if the immediate fiscal impact is overwhelming, he'll have to take that into account."

The vouchers would be worth half of what the state spends on public school students — about \$5,000 per student.

Policy Analysis findings:

USA TODAY • TUESDAY, SEPTEMBER 28, 1993 •

► The state will save only \$1,250 per student who leaves instead of \$2,500. That's because federal funds, local district funds or other special funds make up the balance.

► Thus, there is a "two-for-one" calculation to recover the \$1.35 billion. Two public school students will have to leave to equal each private school student voucher. Proponents dispute that, pointing to other studies that show more savings.

► Inequities in spending between rich and poor districts will be magnified: Property-rich school districts could offset losses from transfers; property-poor districts could not.

Campaign spokesman Sean Walsh downplayed the Policy Analysis study, saying the authors are biased against 174.

"But even their study shows we could save \$6 billion a year by year 2000 if 40% of public school students (about 2 million) leave. And our polls show that 40% is not unreasonable," Walsh said.

Voucher programs in other parts of the nation are too small for valid comparisons.

"There is nothing anywhere that would be of such a magnitude that it would be useful," Hayward said.

CALIFORNIANS' ATTITUDES TOWARD EDUCATION AND VOUCHERS

SUMMARY OF PACE'S ANALYSIS

A state wide poll on public attitudes toward education and vouchers indicates that while Californians favor the concept of allowing choice among all public and private schools by a wide margin, they feel as strongly that they do not want unregulated private schools.

According to the findings of a state-wide poll released by Policy Analysis for California Education (PACE), 63 percent of adult Californians are in favor of the school voucher concept, while 33 percent oppose the idea. Support for the concept is strong from virtually every racial and ethnic group and socio-economic category, except the elderly. But Californians are equally adamant that a voucher initiative should closely monitor and control voucher-redeeming schools that receive state funds. For example:

- A vast majority (87 percent) believe that if a voucher plan is enacted, private schools should be required to meet state academic, fiscal, and safety requirements.
- A majority (60 percent) say if a voucher plan is adopted, voucher schools should be required to hire certified teachers.
- More than 8 out of 10 Californians (82 percent) believe that under a voucher plan, both public and private schools should be required to provide additional support for students with special needs.
- Nearly three-fourths (74 percent) say voucher schools should be required to publish test scores.

"Californians are thoroughly dissatisfied with public education and would like to see it dramatically overhauled. but while the public wants a choice plan to include private as well as public schools, they don't want a voucher plan that could damage public schools or that would allow voucher redeeming schools to go unregulated," says James Guthrie, a co-director of PACE and a professor of education at the University of California at Berkeley.

According to the PACE findings, Californians are leery of some of the fiscal implications of a choice plan. They would not support a voucher plan if it would result in drawing money away from public schools. Fifty-six percent say they would oppose a voucher system if public school funding is reduced. Those who are somewhat favorable to a school voucher system would oppose it if public school funding is cut.

PACE--an independent, non-partisan think tank based at the University of California at Berkeley and Stanford--conducted the poll to help the public and decisionmakers understand more about the implications of public policy actions in order to better inform their decisionmaking. "The poll is designed to explore what Californians want in their schools, their readiness--and willingness--to change, and underlying attitudes toward education that could affect policy decisions," according to Julia Koppich, deputy director of PACE and a faculty member at the University of

California, Berkeley.

The poll indicates that Californians expressed substantial dissatisfaction with public schools today. Some 87 percent of Californians believe public schools should be changed and a majority of Californians (61 percent) would like to see a major overhaul. African-Americans are more likely to want a major overhaul than Hispanics (58 percent), Asians (57 percent), or whites (63 percent).

According to the poll conducted for PACE by Penn & Schoen Associates from September 4-11, nearly three-fourths (73 percent) believe California student achievement ranks somewhere in the middle or at the bottom among the 50 states. Seven in ten Californians (71 percent) believe private and parochial schools are much better than public schools. Nearly two thirds (63 percent) would grade local private and parochial schools "A" or "B" compared to only 34 percent who would give high marks to public schools. These views are shared in roughly the same percentages among all racial and ethnic groups.

What Californians want in education are safe schools, high quality teaching and curricula, smaller class sizes, and more instruction focused on "values." A majority of Californians (56 percent) would be willing to spend more money for teacher training, while nearly half (43 percent) would be willing to pay more for smaller class sizes. But few Californians (10 percent) would pay more for a longer school year. A majority of Californians (53 percent) say teachers are not paid enough.

Most Californians (59 percent) say vouchers will expand options for children, while one in three (32 percent) say vouchers will primarily help those who already have children in private schools. The fact that the public believes the concept of vouchers provides options does not mean Californians believe vouchers would result in a level playing field for disadvantaged students, however. Some 42 percent of Californians believe the underprivileged will benefit least from vouchers.

A majority of Californians (55 percent) say a voucher plan should be tested in a few school districts before full state-wide implementation. Some Californians (25 percent) say that vouchers should be implemented only in those areas where schools are failing. The public is divided on the fairest way to ensure access to voucher schools--whether to allow schools to set their own admissions standards (35 percent) or offer spaces on a lottery (28 percent) or first come first served basis (21 percent).

San Francisco Chronicle

Poll Finds Support for Voucher Idea

But Californians want
scholastic safeguards

*By Nanette Asimov
Chronicle Staff Writer*

Californians strongly favor the idea of school vouchers, but they want assurances that such a plan would benefit needy children and provide scholastic safeguards that Proposition 174 on the November ballot does not offer, according to a statewide poll published yesterday.

A survey of 1,400 adults by the research group Policy Analysis for California Education (PACE) found that Californians have lost faith in the public schools and support the voucher concept by a ratio of two to one, with 63 percent in favor of spending public money for private or religious tuition.

Fully 87 percent of respondents want public schools changed, and most said a major overhaul is needed. But it is unclear whether the voucher measure as written would be satisfactory, because it does not contain the private school regulations that Californians said they want:

■ A ceiling on private school tuition — 87 percent.

■ State-sanctioned academic, fiscal and safety requirements — 87 percent.

■ Extra support for students with special academic, physical, or social needs — 82 percent.

■ Publication of achievement test scores — 70 percent.

■ Hiring only certified teachers — 60 percent.

October 1, 1993

Page A23

Stipulations Not in Prop. 174

None of the requirements is built into Proposition 174, although its wording encourages lawmakers to require that test scores be published. Other wording virtually ensures that no regulations could be imposed on private schools beyond the minimal oversight that exists today.

"When you ask general questions about vouchers, the public shows support — they like it as a free lunch," said Mike Kirst, co-director of PACE, which is run by researchers from Stanford University and the University of California at Berkeley. "But when you get

VOUCHERS: Page A24 Col. 4

VOUCHERS: Californians Like the Concept

From Page A23

into specific questions about it, support tends to erode. This is a complex decision for voters."

Proposition 174 would give each child \$2,600 from the state public education budget toward tuition at participating private or religious schools with at least 25 pupils.

Both Sides Use Survey

Because the report uncovered a double-edged view of vouchers among the public, both sides of the voucher campaign hailed the education survey as a boost to its own side.

"We think it's very helpful for us," said Rick Ruiz, a spokesman for the No on 174 campaign. "The poll suggests that when voters understand what's in the initiative and what's missing from it, they are not going to vote for it."

Meanwhile, the pro-voucher campaign put an eager spin on the findings with a press release headlined "Prop. 174 Is Winning! PACE Survey Shows 56 Percent Agree With Initiative." The figure refers to the question that comes closest to asking how Californians feel about the actual ballot measure, although they were not asked how they will vote on November 2.

"The poll is fabulous for us," said Sean Walsh, a spokesman for the Yes on 174 campaign. He dismissed the finding that Californians dislike details of the measure, and he blamed those results on "cleverly worded" questions.

Gallup Poll

The statewide poll appears to contradict findings of a nationwide Gallup Poll published Wednesday, which showed broad disapproval of spending public money on private schools. But the questions in both polls were worded differently, which may account for the opposing results.

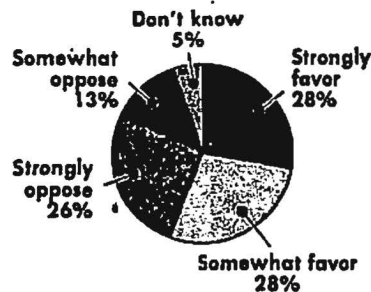
The Gallup Poll asked "Do you favor or oppose allowing students and parents to choose a private school to attend at public expense?" Seventy-six percent were opposed.

SCHOOL VOUCHERS POLL

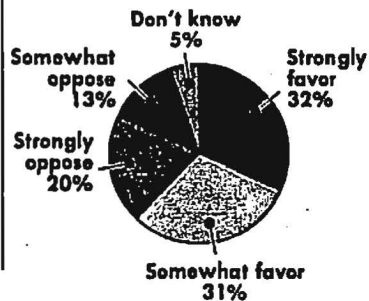
Californians' attitudes about school vouchers, from results of a statewide poll by Policy Analysis for California Education.

■ Respondents were asked how they felt about these statements:

"There is a proposed California state constitutional amendment on the ballot to enable parents to choose a child's school by providing a voucher for every school age child. The amount of the voucher would be equal to at least 50% of the amount spent per pupil in public schools."



"Under a voucher system, parents with school age children receive a credit or voucher from the state. They can either send their child to any public school or use the voucher to help pay for their child's education at a private or parochial school of their choice."



"If a school voucher plan means public school funding will be reduced, does that mean you are more likely to support a school voucher plan or more likely to oppose a school voucher plan?"



"The school voucher plan will jeopardize the separation of church and state by providing state funds to parochial/religious schools."



"The school voucher plan will make most public and private schools more effective."



"A school voucher plan will reduce the bureaucracy in the public schools."



"A school voucher plan will save taxpayer money."



"A school voucher plan will increase the overall costs of education."



"A school voucher plan will make it possible for parents with low incomes to send their children to private schools."



"A school voucher plan will mean discrimination in admissions against some students."



Note: Figures do not add up to 100% due to omission of "don't know" responses. The poll of 1,400 California adults was conducted between September 4 and 18. The margin of error is plus or minus 3.3 percentage points.

PACE

An independent education policy research center...

Founded as a cooperative effort in the Schools of Education at the University of California, Berkeley and Stanford University, PACE provides analysis and assistance to California policymakers, education leaders, and others. PACE is co-directed by James W. Guthrie (University of California at Berkeley), Gerald C. Hayward (Sacramento/University of California), and Michael W. Kirst (Stanford University). Julia E. Koppich (University of California at Berkeley) serves as deputy director of the organization. PACE conducts basic policy research to address the short-run requests of policymakers. Increasingly, PACE is also assisting in shaping California's education policy agenda.

Chronicling the conditions of education in California...

PACE's annual report entitled *Conditions of Education in California* provides information necessary to build a continuing picture of California's educational performance. Topics include student enrollment, student performance, curriculum, human resources, fiscal resources, and school reform. In addition to narrative, the report contains numerous tables and figures uniquely organized and previously unavailable in one place. *Conditions of Education* is disseminated to policymakers, educators, business and professional leaders, executive and legislative staff, and others.

Facilitating discussion of educational issues...

Beyond research and publications, PACE facilitates discussion about the ideas, information, evaluations, and analyses it produces through activities such as policy conferences, forums for decision-makers and researchers to discuss specific analyses and their implications for state policy; the Sacramento Seminar, which brings together education interest group leaders to discuss current issues; personal briefings for state policymakers on the range and results of PACE research; testimony before numerous state executive and legislative committees, boards, and commissions; addresses before California state and local civic, education, and government organizations; campus visits for state policy-makers to explore policy ideas with academics; and brokering information from educational research sources nationwide.

BIOGRAPHIES

James W. Guthrie is a professor in the Graduate School of Education at the University of California at Berkeley and a director of PACE. He has served as a teacher, school administrator, Education Specialist for the United States Senate, and as the president of the Berkeley Unified School District Board of Directors. Guthrie has written extensively on matters of educational policy, school finance, strategic planning, educational evaluation, the governance of education, and the reform of educational systems. In addition, he has authored widely used textbooks on school finance, educational administration, and strategic planning.

Michael W. Kirst is a Professor of Education at Stanford University and a director of PACE. He has held several positions with the federal government, including: Staff Director of the U.S. Senate Subcommittee on Manpower, Employment and Poverty, and Director of Program Planning and Evaluation for the Bureau of Elementary and Secondary Education in the U.S. Office of Education (now the U.S. Department of Education). Kirst was a Budget Examiner in the Office of Management and Budget and an Associate Director of the White House Fellows. He was a member of the California State Board of Education (1975-1981) and its president from 1977 to 1981. Kirst has authored and co-authored ten books, including Schools in Conflict: Political Turbulence in American Education, The Political Web of American Schools, and Who Controls Our Schools.

Gerald C. Hayward is currently a director of PACE, and serves as Deputy Director of the National Center for Research in Vocational Education at the University of California, Berkeley. From 1980-1985 he served as Chancellor of the California Community Colleges and prior to that served for a decade as Principal Consultant to the California State Senate Committees on Education and Finance. Formerly, he was a teacher and administrator in California's public schools.

Julia E. Koppich is a Lecturer in the Graduate School of Education at the University of California at Berkeley, and Deputy Director of PACE. In addition to her classroom teaching experience, she has worked for the California Legislature, served as an educational issues consultant for the American Federation of Teachers, was the Assistant Editor for *Educational Evaluation and Policy Analysis*, (a journal published by the American Education Research Association), and staff director for the San Francisco Federation of Teachers. She has written extensively on matters of educational policy, public sector labor relations, integrated children's services, and the reform of educational systems.

Margaret L. Plecki presently is a Project Director for the school choice study being conducted by PACE. She also serves as a member of the Technical Planning Panel for the National Center for Education Statistics. Previously, she served as a classroom teacher, a school administrator for the Napa Valley Unified School District, and a consultant for the California Assembly Office of Research.