

Attached is a new box on summer school & the Administration's & 21st Century Community Learning Centers Plan

Box 5-x. Rewarding Effective Teachers

Traditionally, teacher salaries have been based on education levels, experience, and responsibilities. These systems leave little room to reward the most effective teachers. Recently some school districts and states have experimented with alternative performance based pay systems. These new methods of providing compensation to teachers may help improve the quality of instruction along several dimensions. First, by establishing specific criteria performance-based awards can help clarify and prioritize goals, thus providing better guidance for teachers. These rewards can also provide teachers with additional motivation to work to achieve these goals. And importantly, tying teacher compensation to performance may help attract **and retain** talented people to the teaching profession, if they know that their hard work and skills will be rewarded.

However, to be effective performance-based pay systems must be carefully designed. Because student achievement depends on many factors that teachers cannot control, such as family circumstances and previous education, fair performance-based incentive systems should reward teachers for gains in student achievement, rather than for absolute levels of student achievement. Furthermore, because student learning involves cooperative effort, incentives must be designed to create cooperative, and not competitive, environments among teachers. For example, team-spiritedness might be enhanced by basing a **portion of** the awards on school-wide achievement rather than the achievement of individual classes. Finally, the standards used to assess performance must be carefully constructed. Measures such as gains in student test scores, increases in attendance, and increases in graduation rates have all been employed.^{i ii}

Comment
on high-stakes
testing

The design of these school-based performance awards systems varies widely across sites. In some cases awards are given directly to teachers, in other cases the rewards benefit entire schools. To provide a sense of the types of incentives used by districts we highlight two programs. In Charlotte-Mecklenburg, North Carolina awards were based on a broad array of student outcomes including subject mastery, drop-out rates, and absenteeism. Schools received points for meeting annual improvement goals and teachers in these schools benefited directly. In the highest performing schools (classified as "exemplary") certified staff members each received \$1000. Certified staff in schools with slightly lower gains ("outstanding" schools) received \$750. In contrast to the equal division of awards within schools in Charlotte-Mecklenburg program, the program implemented at the Vaughn charter school in Los Angeles results in awards that vary substantially across teachers. At Vaughn teachers are provided with the opportunity to receive cash bonuses in each semester for effective performance in a number of areas including the teaching of specific academic subjects and more general skills like classroom management and lesson planning. Performance is assessed through self-evaluations, peer review and reviews by administrators. For a veteran teacher, performance related awards can total up to \$13,100.

How is it structured?

While little evidence is available on the effect of these programs on student outcomes, one study of a program in Dallas, Texas does show positive effects on student achievement. Studies of the effect on teachers found that many school-based performance-based award systems helped improve cooperation among teachers but that programs varied in their effectiveness in increasing teacher motivation. Teachers in many programs also reported that they felt increased pressure at work and worked longer hours. The system at Vaughn has helped attract new recruits and many current teachers were pleased with the program. However, there

are also some problems. One teacher complained that the peer review process with differing amounts paid to teachers, "pits teach against teacher." These difficulties indicate that additional research and experimentation might be useful in attempting to develop optimal compensation strategies.

We need a
Statement emphasizing
the need for higher
base salaries, before
incentives.

Ensuring Gains are Maintained

Effective teachers, adequate facilities, and well-constructed standards, can help students learn more, however, these investments are of little value unless students retain what they have learned. Numerous studies have demonstrated that knowledge and skills deteriorate while children are away from school, specifically during summer vacations. Drawing their conclusions from an analysis of many previous studies, one group of researchers found that children lost an average of one month's worth of learning over summer break.

Much of the federal government's role in educational policy has been aimed at helping children in low-income families receive a quality education, thus mitigating the effect of family ~~income~~ ^{characteristics} on schooling outcomes. Absent the effects of public schools, it appears that family characteristics play a larger role. Many studies have noted that the deterioration of skills associated with summer vacation was the largest for children in low-income families. These differences appear to be particularly large for reading: students from middle class families were found to have experienced a small gain in test scores over the summer while students from low-income families fell behind, creating a gap between the two groups in reading skills that is equal to approximately 3 months of schooling.

These differences suggest that public schools can do even more to help children from low-income families succeed. One possibility is to lengthen the school year. If students were to

attend school year-round, there would be less opportunity for skills to depreciate. Alternatively summer enrichment programs targeting low-income communities can help poor children overcome some of the disadvantages they face at home and in their neighborhoods. In addition to changes in the school calendar, communities can offer after school enrichment programs.

Both after school and summer learning programs can also be a boon for working parents, particularly for lower-income parents who may have difficulty arranging alternative care for their children. Not only can such programs they give parents peace of mind that their children are in a safe, enriching environment, but they can also allow working parents to invest in their jobs and gain important labor market skills that can further benefit their children through increases in familial income and exits from welfare.

The Administration has worked to assist local communities develop after school activities through its 21st Century Community Learning Centers Program ~~begun in 2000~~. This program has funded more than 3600 after school and summer programs and the Administration has proposed significant increases in the program's budget for the 2001 fiscal year. Preliminary evaluations indicate that these programs have had beneficial impacts on the academic and social behaviors of the children.

¹ School-Based Performance Award Programs: Design and Administration Issues Synthesized from Eight Programs.

Use
this
to
invest
in
the
program
and
the
children

FOR RELEASE
September 25, 2000

Contact:
Melinda Ulloa
(202) 205-8811

FIRST-EVER INTERNATIONAL EDUCATION WEEK IS NOV. 13-17

U.S. Secretary of Education Richard W. Riley has set the week of Nov. 13 as a special time for students to recognize the value of gaining a broad understanding of the cultures, languages and governments of other nations.

"The power of people-to-people connections plays an ever increasing role in today's global economy," Riley said. "I strongly believe that the growth of democracy, economic prosperity and social stability throughout the world is linked to the advance of international cooperation and education."

International Education Week is part of a larger response by the Departments of Education and State to an April 19, 2000, Presidential directive aimed at increasing support for international education.

Riley has invited all of the ambassadors serving in the U.S. to visit a school or college during the special international week. So far more than 40 have accepted. Likewise, the State Department is asking U.S. ambassadors abroad to visit an educational institution in their area.

Riley noted that in 1997-1998, only 114,000 Americans studied at universities abroad - and only half of that number for a semester or more. He also said there should be a greater emphasis on teaching children a foreign language in the early grades and supports the dual-language program, in which children learn English, as well as gain or retain literacy in a second language.

"If more Americans understand the language and cultures of others, I believe that we will be more likely to avoid conflicts and reach across the cultural differences to form international friendships and partnerships," Riley said.

Riley has visited and met with numerous APEC and G8 ministers of education as well as the ministers from Brazil, Ireland and Mexico. These meetings have created a spirit of international cooperation that has helped students in the U.S. and elsewhere take greater advantage of the latest learning technologies, access to the internet, and distance learning opportunities in order to further their education.

Additional information, including the complete text of the directive, is available online at <http://exchanges.state.gov/iep>.

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Matt Larack

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Letter



THE WHITE HOUSE

Office of the Press Secretary
(Oklahoma City, Oklahoma)

For Immediate Release

April 19, 2000

MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

SUBJECT: International Education Policy

To continue to compete successfully in the global economy and to maintain our role as a world leader, the United States needs to ensure that its citizens develop a broad understanding of the world, proficiency in other languages, and knowledge of other cultures. America's leadership also depends on building ties with those who will guide the political, cultural, and economic development of their countries in the future. A coherent and coordinated international education strategy will help us meet the twin challenges of preparing our citizens for a global environment while continuing to attract and educate future leaders from abroad.

Since World War II, the Federal Government, in partnership with institutions of higher education and other educational organizations, has sponsored programs to help Americans gain the international experience and skills they will need to meet the challenges of an increasingly interdependent world. During this same period, our colleges and universities have developed an educational system whose reputation attracts students from all over the world. But our work is not done. Today, the defense of U.S. interests, the effective management of global issues, and even an understanding of our Nation's diversity require ever-greater contact with, and understanding of, people and cultures beyond our borders.

We are fortunate to count among our staunchest friends abroad those who have experienced our country and our values through in-depth exposure as students and scholars. The nearly 500,000 international students now studying in the United States at the postsecondary level not only contribute some \$9 billion annually to our economy, but also enrich our communities with their cultures, while developing a lifelong appreciation for ours. The goodwill these students bear for our country will in the future constitute one of our greatest foreign policy assets.

It is the policy of the Federal Government to support international education. We are committed to:

- encouraging students from other countries to study in the United States;
- promoting study abroad by U.S. students;
- supporting the exchange of teachers, scholars, and citizens at all levels of society;
- enhancing programs at U.S. institutions that build international partnerships and expertise;
- expanding high-quality foreign language learning and in-depth knowledge of other cultures by Americans;
- preparing and supporting teachers in their efforts to interpret other countries and cultures for their students; and
- advancing new technologies that aid the spread of knowledge throughout the world.

The Federal Government cannot accomplish these goals alone. Educational institutions, State and local governments, non-governmental organizations, and the business community all must contribute to this effort. Together, we must increase and broaden our commitment. Therefore, I direct the heads of executive departments and agencies, working in partnership with the private sector, to take the following actions:

1. The Secretaries of State and Education shall support the efforts of schools and colleges to improve access to high- quality international educational experiences by increasing the number and diversity of students who study and intern abroad, encouraging students and institutions to choose nontraditional study-abroad locations, and helping under-represented U.S. institutions offer and promote study-abroad opportunities for their students.
2. The Secretaries of State and Education, in partnership with other governmental and nongovernmental organizations, shall identify steps to attract qualified post-secondary students from overseas to the United States, including improving the availability of accurate information overseas about U.S. educational opportunities.
3. The heads of agencies, including the Secretaries of State and Education, and others as appropriate, shall review the effect of U.S. Government actions on the international flow of students and scholars as well as on citizen and professional exchanges, and take steps to address unnecessary obstacles, including those involving visa and tax regulations, procedures, and policies.
4. The Secretaries of State and Education shall support the efforts of State and local governments and educational institutions to promote international awareness and skills in the classroom and on campuses. Such efforts include strengthening foreign language learning at all levels, including efforts to achieve bi-literacy, helping teachers acquire the skills needed to understand and interpret other countries and cultures for their students, increasing opportunities for the exchange of faculty, administrators, and students, and assisting educational institutions in other countries to strengthen their teaching of English.
5. The Secretaries of State and Education and the heads of other agencies shall take steps to ensure that international educational exchange programs, including the Fulbright program, are coordinated through the Interagency Working Group on United States Government-Sponsored International Exchange and Training, to maximize existing resources in a nonduplicative way, and to ensure that the exchange programs receive the support they need to fulfill their mission of increased mutual understanding.
6. The Secretary of Education, in cooperation with other agencies, shall continue to support efforts to improve U.S. education by developing comparative information, including benchmarks, on educational performance and practices. The Secretary of Education shall also share U.S. educational expertise with other countries.
7. The Secretaries of State and Education shall strengthen and expand models of international exchange that build lasting cross-national partnerships among educational institutions with common interests and complementary objectives.
8. The Secretary of Education and the heads of other agencies, in partnership with State governments, academic institutions, and the business community, shall strengthen programs that build international expertise in U.S. institutions, with the goal of making international education an integral component of U.S. undergraduate education and, through graduate and professional training and research, enhancing the Nation's capacity to produce the international and foreign-language expertise necessary for U.S. global leadership and security.
9. The Secretaries of State and Education, in cooperation with other agencies, the academic community, and the private sector, shall promote wise use of technology internationally, examining the implications of borderless education. The heads of agencies shall take steps to ensure that the opportunities for using technology to expand international education do not result

in a widening of the digital divide.

10. The Secretaries of State and Education, in conjunction with other agencies, shall ensure that actions taken in response to this memorandum are fully integrated into the Government Performance and Results Act (GPRA) framework by means of specific goals, milestones, and measurable results, which shall be included in all GPRA reporting activities, including strategic plans, performance plans, and program performance reports.

Items 1-10 of this memorandum shall be conducted subject to the availability of appropriations, consistent with the agencies' priorities and my budget, and to the extent permitted by law.

The Vice President shall coordinate the U.S. Government's international education strategy. Further, I direct that the heads of agencies report to the Vice President and to me on their progress in carrying out the terms of this memorandum.

This memorandum is a statement of general policy and does not confer a private right of action on any individual or group.

WILLIAM J. CLINTON

-###-



Last Updated --April 20, 2000 (pjk)



United States Department of State



THE U.S. Department of EDUCATION

LATEST UPDATES

November 13-17, 2000 has been designated as **International Education Week**. U.S. Secretary of Education Richard W. Riley wrote to all Ambassadors to the United States asking them to participate in the Classroom-to-Classroom Diplomacy Program by visiting an American school during that week. Under Secretary of State for Public Diplomacy and Public Affairs Evelyn S. Lieberman sent a cable to all U.S. Ambassadors abroad asking them to visit an appropriate educational institution in their respective countries. Additional materials and information, including suggested activities for the week, may be found in the International Education Week Information Kit.

NAFSA's Cooperative Grants Program (COOP) will award **International Education Week COOP Grants** of up to \$2,000 for U.S. campus- and community-based initiatives that promote and celebrate International Education Week. The application deadline for this special grant competition is **October 2, 2000**.

SO FAR...

September 11-13, 2000 - The U.S. Department of Education held a national conference on educational technology. The conference's international component discussed "global connections through technology," giving examples of how students and teachers are connecting globally at the K-12 level. The conference included an international forum on distance learning with the theme, "strengthening learning through technology," focusing on new challenges and opportunities at the postsecondary level for collaboration beyond national borders.

April 19, 2000 - President Clinton signed the Memorandum on International Education Policy. The U.S. Department of State and the U.S. Department of Education are working in partnership to implement this policy and prepare American citizens for a global environment while continuing to attract and educate future leaders from abroad.

May 22, 2000 - Representatives of the two departments met with educational and exchange organizations for a briefing and to solicit their input. At this meeting, four topic groups were established to take advantage of the expertise of those in attendance to develop the goals and objectives for each of the four groups. The groups identified were:

- 1) exchanges, study abroad, building international expertise and aligning regulations;
- 2) foreign languages/English and cultural learning;
- 3) educational technology and distance learning;

White House Memorandum on International Education Policy (4/19/2000)

NEW! International Education Week Information Kit

Media Notes

Departments of State and Education Lead Support of President's Directive on U.S. International Education Policy (4/20/2000)

Remark

Assistant Secretary of State for Western Hemisphere Affairs Peter F. Romero "Educational, Business, and Government Alliances: Partnerships for the Education of Future Global Business Leaders" Washington, D.C. (6/22/2000)

Secretary Riley, International Education Policy Briefing, U.S. State Department (6/21/2000)

Under Secretary Lieberman, International Education Policy Briefing, U.S. State Department (6/21/2000)

Under Secretary Lieberman, NAFSA Conference, San Diego (5/31/2000)

Secretary Riley, American Chamber of Commerce, Milan, Italy (5/30/2000)

Secretary Riley, La Maison Francaise Washington, D.C. (4/19/2000)

- 3) educational technology and distance learning;
- 4) comparative educational practices.

June 21, 2000 - The departments met with representatives from the diplomatic and business communities and international organizations. Concerns were raised about the compatibility between current immigration laws and regulations, and the administration of international exchanges. Discussions are being held within the government to address the aligning regulations goal of the directive. The two departments are sensitive to these concerns, and mindful that any lasting solutions to these problems will require extensive collaboration between governmental and private-sector counterparts.

FEEDBACK

Those interested may submit general comments to:
globaled@pd.state.gov or internationaled@ed.gov.

Please note that these mailboxes are intended to gather input on the President's International Education Policy. Unfortunately, due to the large volume of incoming messages, direct responses to specific questions or general requests for information are not possible.

Please check back with this site for the latest news on the progress of this initiative. Thank you for your continued interest.

Related Links

[Department of State,
Educational and
Cultural Affairs](#)

[Department of Education](#)

[U.S. Network for
Education Information](#)

[White House](#)

[Office of the Vice President](#)

International Education Week November 13 - 17, 2000

Information Kit

A partnership between the U.S. Department of Education and the U.S. Department of State

International Education Week will provide a global forum for promoting and celebrating the benefits of international education. This exciting initiative is a highly visible component of President Clinton's new International Education policy to prepare Americans for a global environment and to attract and educate future leaders from abroad to the United States.

A wide range of public and private-sector institutions and partners, including colleges and universities; primary and secondary schools; the diplomatic corps and international organizations; and businesses, NGOs and international organizations will create and take part in activities designed to celebrate and promote international education and mutual understanding worldwide.

Below you will find resources designed to assist in planning and implementing your own International Education Week activities. The List of [Suggested Activities](#) is a collection of possible programming ideas that could be implemented at the local and national levels. Intended to seed your creativity, this list reflects just a sampling of the types of activities that will take place in November.

The U.S. Departments of Education and State are interested in knowing about any International Education Week activity that is planned. Please complete the [Response Form](#) and return it by November 1, 2000. We will highlight your events, including a link to your website, on our IEW website.

Thank you for your continued support of international education.

- [Press Release](#) on International Education Week - U.S. Secretary of Education, Richard W. Riley
- [Statement](#) on International Education Week - U.S. Secretary of State, Madeleine K. Albright
- [Suggested Activities](#) to Commemorate the Week
- [Ambassador Visits](#) to U.S. educational institutions
- [Classroom-to-Classroom](#) Diplomacy
- [Sample Press Release](#)
- [Response form](#)
- List of IEW [Events and Activities](#)

International Education Week November 13 - 17, 2000

Suggested Activities

The following list is just a start. We invite you to be creative in planning events for the week.

- Declare *International Education Week* at your institution or in your town, city or state, through municipal and state government channels.
- Contact local media (TV, radio, print, electronic) to highlight the importance of observing *International Education Week* in your community.
- Submit articles and letters to the media, including industry trade journals, organization newsletters, and college and school newspapers.
- Call on Fulbright and other exchange alumni, and current participants, to share their experiences with your community.
- Visit local schools to speak about foreign study.
- Invite museums, galleries and other cultural institutions to include an international component in their current programs, or to offer discounted/free admission during the Week.
- Conduct conferences and forums to examine international education and its impact on your local community and/or school.
- Deliver cultural presentations and/or invite foreign students to share their language and culture in school classrooms.
- Build classroom-to-classroom connections between your local schools and an international school via the Internet.
- Partner with local business institutions, such as the Chamber of Commerce, to highlight global economic connections and international education.
- Arrange a museum tour and reception, with speakers linking museum holdings to a given country.
- Plan an environmental studies project that includes border or other international issues.
- Encourage foreign exchange visitors to share their traditions, foods and other aspects of their culture with their host families and friends during the week.
- Find a sister town/city overseas and carry out a joint activity during the week.
- Recruit local professionals with overseas experience to give career talks and serve as mentors to students and other professionals.
- Explore international aspects of the arts-music, film, theatre, visual arts, literature, dance-by creating performing or studying artworks with a foreign component.
- Invite college and university faculty to join with community

organizations and schools to celebrate the week.

- Organize a symposium on campus or in your community on an "international" theme which might include:
 - International exchange and study abroad opportunities;
 - Foreign language/cultural learning;
 - People-to-People exchanges;
 - The internationalization of higher education;
 - Global marketplace;
 - Educational technology - distance learning

Return to the [International Education Policy](#) site

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Wednesday, October 25, 2000

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Kirsch is striking history

For 10 quiet years he's presided over PFT;
 now it's not so quiet



A former history teacher, PFT president Ted Kirsch says he "doesn't want to be historic."
 (Yong Kim / Daily News)

by Mensah M. Dean
Daily News Staff Writer

He's a former history teacher, so he's been dubbed, well, the history teacher. His favorite historic figure is Theodore Roosevelt.

Now, Ted Kirsch, after 10 non-historic years as president of the city teachers' union, is on the brink of making history of his own.

Barring an 11th-hour breakthrough before Friday afternoon, Kirsch has vowed to lead his 21,000 Philadelphia Federation of Teachers members on strike against the school district.

If he is able to secure a contract by then some will celebrate Kirsch as the man who single-handedly took on Mayor Street, Gov. Ridge and the school board - and won - while having kept schools open.

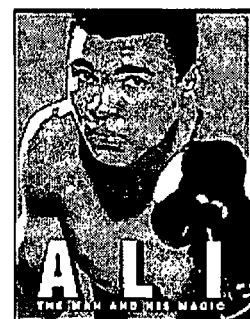
Failure could trigger a state takeover of the district, the ramifications of which could fracture the union irrevocably.

With stakes so high, city powerbrokers have started lining up for and against the 61-year-old son of trade unionists.

"Ted is a very conservative guy. In order for him to do this he must have been pushed to the nth-degree because his way is to negotiate and work things out," said City Councilman Angel Ortiz, who has been critical of Mayor Street's and the school board's imposition of work terms on the union.

"I am not a fan whatsoever of Ted Kirsch. I do not think he is connected to the real world," said state Rep. Dwight Evans, D-Philadelphia, who believes the PFT is standing in the way of school reform.

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"He tends to be selfish and short-sighted. If he were connected, he would offer a different type of leadership," said Evans, who noted that union leaders in Cincinnati and Denver have accepted major contract reforms similar to the terms being offered to the PFT.

Or call:
In Phila: 665-1234
In PA: 800-222-2765
In NJ: 800-523-9068
In DE: 654-6033

"He does not have an ego. I know a lot of labor leaders and Ted is not one of the tough guys," said state Sen. Vince Fumo, D-Philadelphia, a PFT backer.

"I think he just wants to get a contract and move on. But he does have a militant membership," Fumo added.

City Councilman Frank Rizzo said that while he is trying to stay neutral, he feels Kirsch's pain.

"I have a tough time with people who have worked hard to get where they are and then are asked to give something back that their union has worked very hard to get."

During an interview yesterday, Kirsch said talk of a takeover or about his own legacy were not among his central thoughts. He didn't even want to talk about his Monday threat to bring a "work stoppage," which he declared before the board with the bravado of union bosses of old.

"I don't want to be historic, I'm not thinking about myself," said Kirsch. "I'm spending all my time thinking about resolving this so we can have a contract. Since I've had grandchildren my personal focus has changed."

He spoke between answering the dozens of phone messages that flooded the union's Chestnut Street offices.

Among the calls were several from school officials with whom Kirsch has agreed to resume negotiations. He said the union and school district remain far apart on the district's compensation, health insurance and work-day extension proposals.

Beyond that, Kirsch said, a gulf in personal experiences exist between his members and the city's top education officials.

"The problem is, we have people making decisions about what goes on in schools who have never worked in a school, from the [state] secretary of education to the board president to Mayor Street. The mayor admitted that he worked in a school for three days and then quit," Kirsch chided. "He couldn't take it. That's part of the frustration that we have in trying to explain to them what it takes."

Kirsch's PFT career took him out of Philadelphia's classrooms years ago, but not before he paid his dues. He began teaching history in 1960, five years before the union won collective bargaining rights.

In 1970, he was elected a union staff representative. He was among PFT members jailed for defying a judge's back-to-work order during the 1973 strike. It was back to school in 1982, when Kirsch headed George Washington High School's history department. A year later, he was elected PFT vice president and director of staff. He took the helm of one of the nation's largest teachers unions in 1990, where he will stay for at least another year and a half. Kirsch said he has not decided whether to run for re-election.

A state takeover would not affect the decision, which he will make with his wife, Kirsch said.

"Whatever happens, happens. But if the state does take it over, what are they going to do differently to make sure kids learn? Or would it be another grab at command and control?"

Fumo, for one, doesn't think Kirsch will have to worry about a takeover.

"Tom Ridge doesn't have the guts to take over the school district, it's just a big ploy. He's another one who wants to be a big, tough guy," said Fumo, who added that the takeover of the Chester-Upland School District, Delaware County, has been a disaster.

"How do you come into this town and take over a union that's that strong?" Fumo wondered aloud. "You have to get them to work with you."

Rizzo said he believes Kirsch's strike threat is a strategy to get the district to settle the matter. "I think they're really going to focus now and break out the 48-hour drill."

Evans, however, is hopeful that PFT members will realize the good in the imposed terms, such as the 17-percent teacher raises over five years, and abandon Kirsch.

"I would hope that some of the teachers themselves would begin to ask some serious questions," Evans said.

Not likely, said Kirsch, who along with PFT Vice President Jerry Jordan received a hero's welcome by members at Monday night's school board meeting.

Conversely, the somber-faced board members were booed and hissed at by the membership.

"I think [Monday] night was helpful in the process because now they know we're serious," Kirsch said of the board. "We're ready to walk, not just talk."

Send e-mail to Deane@phillynews.com

A note to our readers:

We recently upgraded our online publishing system. If you experience any problems with the Daily News Web site, please let us know. Include the date and time of the problem and a brief description. Send your comments to comments@staff.philly.com

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October 27, 2000; Friday 4:14 PM, Eastern Time

HEADLINE: Philadelphia Teachers Call a Strike

BYLINE: MICHAEL RUBINKAM

DATELINE: PHILADELPHIA

BODY:

Philadelphia's teachers called a strike Friday for the first time since 1981 after negotiators failed to agree on a new contract.

"We've been forced into a work stoppage at the close of school today," union spokesman Bob Bedard said after talks between the city and the 21,000 teachers broke down in the afternoon.

Bedard said there is still hope that classes could be held as scheduled on Monday for the more than 210,000 students in the nation's seventh-largest school district.

"The real deadline, as everyone knows, is Monday morning," he said.

The main issues include pay raises, health benefits and a move by the school board to extend the school day one hour.

Some fear the Philadelphia teachers union could disrupt the Nov. 7 election by picketing polling places which analysts say could damage the chances of Vice President Al Gore to win Pennsylvania.

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I think what he is talking about is that Philly Mayor Street has asked the City Council to allot up to \$45 million from the city's surplus to enhance the teachers contracts and prevent a strike.

Here are the articles that back that up. There is no news that says anything about a federal bail out.

The Associated Press October 26, 2000

October 26, 2000, Thursday, BC cycle

10:08 AM Eastern Time

HEADLINE: Governor would consider taking over Philly schools

BODY:

As Philadelphia teachers prepared to walk off the job Friday over stalled contract talks, the governor said he would consider a state takeover of the city schools if the mayor requests it.

Gov. Tom Ridge and Mayor John F. Street prefer a negotiated settlement but are not likely to tolerate a lengthy strike.

The teachers' old contract expired Sept. 1 and they have been working under terms imposed by the city.

The Philadelphia Federation of Teachers is chafing at the new rules, which raise co-payments and deductibles for health insurance. The teachers also oppose the district's decision to lengthen the work day and school year starting next September.

Street has asked City Council to allot up to \$45 million from the city's surplus for an enhanced teachers' contract.

Street met with the governor on Wednesday about the possibility of a takeover.

"I told the mayor I would have to give it very, very strong consideration if he asked me, and I assured him that it would certainly be friendly," Ridge said.

State law allows the governor to take over the city's schools if the school board does not produce a valid budget or state officials determine that the city is not adequately educating pupils.

Ridge wants a contract that includes significant education reforms, saying it will help the city make its case for winning more school funds from the state Legislature.

Teachers announced Monday that they plan to walk off the job at the end of the day Friday unless a contract agreement is reached.

Street and school district negotiators last met with union leaders Tuesday night.

The city had canceled a Wednesday afternoon negotiating session, saying it needed more time to work on a

BODY:

Gov. Tom Ridge said he would be willing to consider a state takeover of city schools if asked by Mayor John F. Street.

"I told the mayor I would have to give it very, very strong consideration if he asked me and I assured him that it would certainly be friendly," Ridge said Wednesday after meeting with Street.

State law allows the governor to take over the city's schools if the school board does not produce a valid budget or state officials determine that the city is not adequately educating pupils.

Teachers announced Monday that they plan to walk off the job at the end of the day Friday unless a contract agreement is reached. Both Ridge and Street prefer a negotiated contract settlement to a state takeover but are not likely to tolerate a lengthy strike.

Meanwhile, the union failed to show up for a scheduled negotiating session at City Hall on Wednesday night. That was after the city canceled a negotiating session scheduled for Wednesday afternoon, saying it needed more time to work on a new contract proposal. Street asked City Council to allot up to \$45 million from the city's surplus for an enhanced teachers' contract.

Street and school district negotiators last met with leaders of the Philadelphia Federation of Teachers on Tuesday night.

Ridge has insisted on a contract that includes significant education reforms, saying it will help the city make its case to obtain more school funding from the state legislature.

"The mayor knows if there is a contract with a substantive reform, that looks as if they're going to change in a meaningful way how they deliver education to our kids in Philadelphia, he's enhanced his bargaining position with the General Assembly immensely," Ridge said.

Also Wednesday, a small group of parents and education advocates gathered in downtown Philadelphia to demand a contract settlement.

"It's frightening us as parents. Our children are not going to get the proper education they need because of this strike," said Gladys Ortiz, 36, whose two children attend Philadelphia schools.

The teachers' old contract expired Sept. 1 and they have been working under terms imposed on them by the city.

The teachers are chafing at the new rules - some of which take effect Nov. 1 - that will raise co-payments and deductibles for health insurance. The union also opposes the district's decision to lengthen the work day and school year starting next September.

The Associated Press State & Local Wire October 26, 2000

HEADLINE: District asks charter schools for help in possible strike

BODY:

The Philadelphia School District has asked 34 independent charter schools for emergency help in taking additional students during a potential strike by teachers, the head of the city's charter alliance said.

Joseph Proietta, head of the Community Academy of Philadelphia charter school, said

most charter schools were filled, but they would be willing to admit more students if the district removed the enrollment caps in each school's charter.

But Proietta estimated that the charter schools, which currently enroll about 13,000 students, could accommodate no more than about 10 extra students each, a total of 300 to 400 more students.

About 210,000 students are enrolled in the school district.

Charter schools that have waiting lists would take students from there first, as required under state law, and operators will not bend rules for admitting students because of the current labor dispute.

"We are independent school districts, and we are not going to get involved in an internal personnel issue affecting the School District of Philadelphia," the alliance said in a written statement.

The Associated Press State & Local Wire October 26, 2000

HEADLINE: Will teachers' strike hurt Gore?

BYLINE: By MICHAEL RUBINKAM, Associated Press Writer

BODY:

The city's public school teachers are solidly in Al Gore's camp, but they might wind up costing him Pennsylvania and possibly the White House, according to political observers.

The teachers are locked in a bitter contract dispute with the school district and have threatened to walk off the job at the end of school Friday unless a contract agreement is reached.

Analysts say Gore needs a huge voter turnout in heavily Democratic Philadelphia to carry the state, one of the biggest prizes on the electoral map and considered crucial to both Gore and Republican opponent Texas Gov. George W. Bush.

Yet a teachers strike could depress turnout, making the union the spoiler of its own candidate, some observers said.

"It's the worst possible scenario for Al Gore," said Michael Young, a political science professor at Penn State University in Harrisburg. "It's the potential for political Armageddon for the Democrats."

Which may be why the union decided to call a strike so close to the election: to put pressure on negotiators to reach a deal, said Ken Smukler, a Democratic political consultant.

"They are very sensitive to the impact that a strike might have on turnout and I think they're striking while the iron's hot," he said.

Philadelphia played a crucial role in delivering Pennsylvania to President Clinton in both 1992 and 1996. Each time, Clinton's margin of victory in Philadelphia was more than 300,000 votes; his margin statewide was more than 400,000.

By contrast, Bush's father beat Michael Dukakis in 1988 in part by limiting Dukakis' margin of victory in Philadelphia to little more than 200,000 votes.

Democrats hold a 4-1 voter registration edge over Republicans in the city.

A strike could depress turnout in many ways, according to Young and others. The most obvious is if teachers decide to picket the 198 schools that serve as polling places. In a city with such a strong labor presence, voters might stay home rather than risk crossing the lines.

"The significance of this is absolutely enormous," said Randall Miller, a political science professor at St. Joseph's University.

The 21,000-member union has put out mixed signals on the possibility of pickets on Election Day. Union president Ted Kirsch said teachers will not hinder the election, but union lawyers maintain picketing is a possibility.

When the union asked the Pennsylvania Supreme Court on Tuesday to reinstate the terms of the old labor contract, it argued in part that a strike could disrupt the election.

U.S. Rep. Robert Brady, D-Pa., the chairman of the city's Democratic Executive Committee, does not believe the union will picket on Nov. 7.

"I've been assured by Ted Kirsch that he won't impede the election in any way, shape or form," he said.

But even if teachers stay away from polling places, they might not be so enthusiastic about staffing phone banks, driving voters to the polls, or taking part in the other get-out-the-vote efforts on which Democrats rely, said U.S. Rep. Robert Borski, D-Pa.

"I think it has a negative effect because teachers are one of the most politically active labor groups," he said. "The rank-and-file teacher, the volunteer, may be disillusioned or upset" and either lack enthusiasm for the campaign or stay away altogether.

Another possibility is that a strike could make getting to the polls more difficult for parents who are staying at home to care for their children.

Democratic political consultant Larry Ceisler said a strike might hurt Gore more in the heavily populated Philadelphia suburbs than it would in the city. Many suburbanites left the city because of the poor condition of the school system and might blame the teachers union - and by extension Gore - for the current crisis, he said.

"Any issue that slightly affects the Philadelphia suburbs could have a direct bearing on the election," Ceisler said.

The Gore campaign said it is not worried.

"We're obviously aware of the situation in Philadelphia. We have always felt good about our chances in Pennsylvania on Election Day and we continue to feel that way," said spokesman Dan Pfeiffer.

The Bush campaign did not immediately return a phone call.

new contract proposal, and the union failed to show up for a scheduled session that night.

On the Net:

Philadelphia schools: <http://www.philsch.k12.pa.us>

Philadelphia Federation of Teachers: <http://www.pft.org>

The Bulletin's Frontrunner October 26, 2000

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The Bulletin's Frontrunner

October 26, 2000

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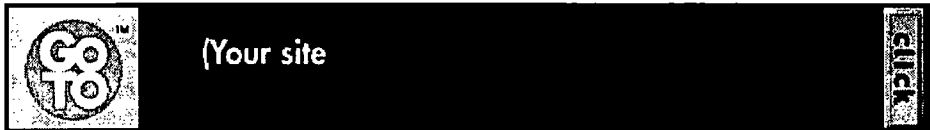
HEADLINE: PA: With Teacher Strike Looming, Ridge, Philly Mayor Discuss State Takeover.

BODY:

The Philadelphia Inquirer (10/26, Snyder, Langland) reported, "Gov. Ridge and Mayor Street are collaborating on a possible 'friendly' state takeover of the Philadelphia School District -- a move that would prohibit teachers from striking under a state law. After meeting at Philadelphia International Airport for 90 minutes yesterday morning with Street, Ridge announced that he would seriously consider using Act 46 to take over the 210, 000-student district if Street deemed it necessary to prevent a prolonged teacher strike. 'The mayor did ask if we would work with him, to make friendly use of Act 46. It would be a cooperative, collegial undertaking,' Ridge said at a news conference in Newtown Square. Later in the day, the mayor said such a takeover would be a last resort." The Inquirer added, "The 21,000-member Philadelphia Federation of Teachers announced on Monday that it would start a strike at the end of the school day tomorrow unless the district rolled back work terms it imposed in September and came to a negotiated agreement. . Ridge said that under a takeover, he would allow the mayor and his team to retain control of the district, even though the law calls for the district's chief officer and school board to be stripped of their power. The team would get new authority under Act 46, and the teachers' union could lose much of its power. Teachers would be barred from striking, and their teaching licenses could be suspended if they disobeyed."

The Associated Press State & Local Wire

HEADLINE: Ridge: Decision on school takeover up to Street



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Jill Porter

Teachers, inevitably, strike back



The public blames them.

The school board scapegoats them. The mayor demoralizes them. The state disempowers them.

But last night was theirs and they seized it in a raucous uproar of relief and revenge.

"Shame on you! Shame on you!" teachers taunted the Board of Education as PFT President Ted Kirsch finally said the words they've been waiting to hear.

In a show of red-shirted solidarity, they were finally empowered to strike back at all the forces aligned against them.

They sang union songs, chanted anti-John Street slogans and erupted in deafening cheers when Kirsch finally entered the Central High School auditorium to formally notify the school board that the union will strike Friday if a negotiated agreement isn't reached.

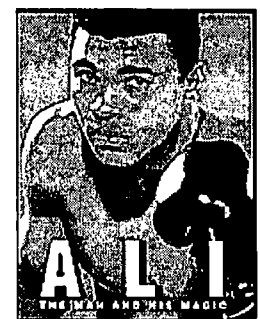
It might not have been the "historic" action Kirsch promised - but it certainly was inevitable.

From the moment John Street and the school board unilaterally imposed a contract on the union, it was inevitable.

Ready for a Strike?

If you're the parent of a Philadelphia Public School student, we want to hear from you. What are you doing to prepare for a possible strike? What should the city do to prepare? Send your comments [here](#). Thanks!

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"We've been patient, we've tried other options," Kirsch said in a barn-burning outpouring of rhetoric to the school board members last night.

"You have forced us to stop working by your actions," he said.

"You did it! You did it! You did it!" the audience then shouted at the glum-looking board members.

For weeks now, the mood has been morose at the city's public schools, with the uncertainty of what tomorrow might bring.

For weeks, teachers have labored in resentment.

"We feel beleaguered and abused and demoralized that we're being made the brunt of the problem," said Penny Freedman, a teacher for 30 years.

I sat down with Freedman and a half dozen of her colleagues recently to listen to their side of the story - a side often obscured by the anti-teacher spin of the other side.

They were in turn frustrated, angry and hurt. They laughed ruefully about the conditions they endure, and the disrespect they engender.

They deconstructed the contract Street imposed, trying to undo the popular misconceptions:

The stalemate isn't about working an extra hour. Most of them already work far beyond the 6 1/2 hours stipulated in their contracts. "We work 190 days and 190 nights," said Larry Taub, who teaches seventh and eighth grade language arts.

They come in early and go home late, so they can contact parents, fill out paperwork, catch up. The unpaid hour the district wants to impose would be on top of the extra time they already spend. It would not, they've been informed, be teaching time.

The pay raise isn't the generous bonanza that's being depicted, and it doesn't do what they say Mayor Street promised: bring them on par with suburban teachers.

The raise averages less than 4 percent a year - less if you factor in the additional costs for health care they're required to pay. If you consider the extra unpaid time the district wants to impose - an hour a day and two days a year - it amounts to a pay cut, a PFT spokesman said. Not to mention that teachers are required to take continuing education courses, but Philadelphia is one of the few districts that doesn't reimburse tuition.

They agree that reforms are needed. "But they want us to make all the changes and everything else stays the same," said Sandy Crescenzo, 53, who's been a teacher for 30 years. The crux of real reform, they say, is smaller classes, removal of disruptive pupils, adequate books and supplies - none of which has been addressed.

They're willing to compromise on merit pay and seniority, but they don't trust the district to effectively implement new programs. The district routinely imposes policies it can't enforce, they say.

Last year, for instance, the district said any student who failed a major subject would have to attend summer school or repeat the grade, a threat the teachers used all year to motivate their students, according to Kellie Gallagher, 33, an eighth-grade teacher.

But at the end of the year, there was no money for summer school and all the kids were promoted.

"I had a kid this year - he was a sixth-grader last year and he failed every subject," said Gallagher.

"He said to me, 'Don't ask me to do any work. They promoted me last year and I failed everything.'"

Gallagher could go on and on. They could all go on and on. But no one has been listening - until now.

"If this is how he's going to get people's attention," Sandy Crescenzo said last night of Kirsch, "this is how he has to do it."

"I support the strike 100 percent, even though I can't afford it," Larry Taub said last night, adding that he was at that moment scanning the want ads for temporary work.

Kellie Gallagher, too, said she was "a little bit

afraid. I don't have a big bank account I can rely on.

"But I think we needed a strike."

Unfortunately, inevitably, come Friday, they have one.

Send e-mail to porterj@phillynews.com

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way people view things, and then there is the way a lot of things around here work. And so I don't—anybody that's ever been through it knows that's true.

You're all smiling because you think, I wonder if the President made a mistake by committing the truth in that last remark. I can see you all smiling and thinking that. [Laughter] So all I can tell you is, I feel good about where we are on it. We're going to close on it in a month, and we're excited about it. And if we change the financing, we'll let you know.

Thank you.

NOTE: The President spoke at 12:55 p.m. in the Briefing Room at the White House. In his remarks, he referred to Larry Klayman, chairman, Judicial Watch, Inc.; former Chief of Staff to the President Erskine B. Bowles; former Secretary of the Treasury Robert E. Rubin; and Terence McAuliffe, loan guarantor of the First Family's residence Chappaqua, NY.

Remarks at the National Education Summit in Palisades, New York *September 30, 1999*

Thank you very much. Good afternoon, Governors, education leaders, business leaders. I am delighted to be here. I thank my good friend, Governor Hunt, for his remarks. This year marks the 20-year anniversary from the time you and Secretary Riley and I started working together on education.

I want to thank Governor Thompson for his interest in this, and so many other issues. Tommy Thompson is the first Governor who told me that he thought that he could really move, literally, every able-bodied welfare recipient in Wisconsin to work. And I think they've had a 91 percent drop in the rolls. He nearly got it done. Congratulations, that's an amazing achievement.

And I want to especially thank Lou Gerstner and all the business leaders here, because you kept the idea of the summit alive and understood the importance of consistent and systematic followup with the Governors, with the educators. I am very grateful to you for doing this. Most people like you do a project like this for a year or 2 and then they

forget it and go on to something else. And you haven't done it, and I'm very grateful.

And for all of you who were here 3½ years ago, who stayed involved in this, I thank you.

Governor Hunt—I was watching him on the monitor outside—talked about the issuance of the "Nation At Risk" report 16 years ago, the meeting we had 15 years ago. The first National Education Summit was in Charlottesville 10 years ago this week. And some of us were there then. President Bush, his Education Department, education leaders from around the country, we were all together. And we came together to embrace the concept and specifics of national education goals.

At the second summit, here in Palisades 3½ years ago, we supported the idea that every State should set standards. At this third summit I hope we will embrace with equal fervor the idea of accountability, for only by holding educators, schools, students, and ourselves accountable for meeting the standards we have set will we reach the goals we seek.

We have made significant progress, particularly in the ideas governing the way we look at this. More and more we're leaving behind the old divisions between one side saying "We need more money," and the other side saying "We shouldn't invest any more money in our public schools, it's hopeless." By and large, there is a new consensus for greater investment and greater accountability, greater investment and higher standards and higher quality teachers to help students reach the standards; holding the schools accountable for the results. That's the agenda of Achieve, the agenda of our administration, clearly the right agenda for the United States.

I think it is another mark of progress and something that many of you in this room can feel profoundly both proud of and grateful for, that 10 full years after Charlottesville and now more than 16 years after the issuance of the "Nation at Risk" report, there is still a passionate sense of national urgency about school reform and about lifting education standards. And there are people who get up every day full of energy about it, not cynical, not skeptical, not jaded, not tired, still eager to learn. People in Governors' offices, people

in the schools of our country, business leaders, education leaders of all kind.

This is quite an astonishing thing. You cannot think of a single other issue that has had this long a life at this level of intense commitment. And I think it is a tribute to the love of the American people for their children, a tribute to the understanding of the American people of the importance of education in the global economy, and a sense that we know that we have both the largest and the most diverse student population in our history.

But if you just think about how people get tired of political issues, how everybody is supposed to want to read something new in the paper or seeing something new on the evening news, month-in and month-out, and you think about how long ago it was when Governor Caperton there decided to make all of his elementary students computer literate; how long Governor Engler has been in office; how long ago it was that Secretary Riley and Governor Hunt and I started fooling with all this—and the country is as hot to do the right thing, to improve the education of our children today as it was the day after the "Nation At Risk" report was issued. And that's a great source of comfort to me, and reassurance. And the business leaders, the educators, and the political leaders here in this room and like-minded people throughout this country deserve a lot of credit for that.

When I came to Washington 6½ years ago, all of you know that the number one problem I had to deal with was the deficit, because we quadrupled the debt in 4 years, interest rates were high, the economy was stagnant. We had to cut hundreds of programs, and we were determined to try to do it in a way that would increase our investment, not decrease our investment in education at the national level, and to do it in a way that, spearheaded by Secretary Riley, to give you more flexibility, but also to focus on the pressure points of reform that would likely give us the greatest returns.

I am very grateful that we have seen our deficit of \$290 billion turn into a surplus of \$115 billion. This year we'll have the first back-to-back surpluses in 42 years. And today we learned we have the lowest rate of poverty

in America in 20 years. I am very grateful for that. But I'm also grateful that during this period we were able to early double the Federal investment in education, to help you provide your children and your schools with more of the tools they need. We've increased early childhood investment through Head Start. We've opened the doors of college wide by basically modeling a national version of Georgia's HOPE scholarship and providing tax credits for beyond the first 2 years of high school.

We have increased Pell grants and established education IRA's. We've begun to organize an army of tutors. We now have a thousand colleges and universities, I believe in every State in the country, involving themselves in America Reads, to try to make sure all 8-year-olds can read when they finish the third grade.

We've made an enormous amount of progress, and a lot of you have been active on this, in hooking up every school and library in the country to the Internet and with the e-rate making sure that the poorest schools can afford to participate in the information superhighway.

Last fall we fought for and won a big bipartisan consensus to make a downpayment of 30,000 teachers, on getting 100,000 more teachers out in the country to lower class sizes in the early grades. And we have supported a huge increase in the number of charter schools in America. When I became President in January of '93 there was only one charter school in the whole country, in the State of Minnesota. There are now 1,300.

We're in New York; the New York Legislature, I think, just authorized the establishment of the first charter schools here. In California, they just took the cap off the number of charter schools that they could have. We still have a lot of interest in magnet schools and other public school choice initiatives along with the other debates on this subject. But I think that we are well on our way to having 3,000 charter schools in the United States by next year, which is the goal that I set for our administration when we started down this path 6 years ago.

Now, in addition to what we've done, what's more important is what you've done and what the country's done. We have made

truly remarkable progress in the standards movement, thanks in no small measure to the leadership of Governors and those of you who gathered here 3½ years ago. Our Goals 2000 legislation and the reforms in Title I we made have supported that. Today, almost every State has standards for what children should know in English, math, science, history, social studies. Next year, virtually every State will be testing students to see if they're meeting the standards.

Now, that is all very good news. My friend, Hugh Price, who is sitting back there to my left, leader of the Urban League, recently observed that people didn't talk much about standards and test scores 50 years ago because the output of the schools, whether it was good, bad or indifferent, more or less matched with the demands of a blue collar economy that needed strong backs more than well-developed minds. The problem now is that the economy has changed much faster than the schools.

People used to say, "You know, the schools just aren't what they used to be." The problem may be that too many of our schools are too much like they used to be, but the world the children move out into is not at all as it used to be. And that, of course, is what a lot of you are trying to help to change.

Now, as we move into this period of not only having standards but having accountability—that is consequences for the failure to meet them—there will be people who will, first of all, be elated at the evidence of improvement, which you can see all over the country where such things have been done from California to Houston to Chicago to Dade County to many other places in the country. Then there will be those who will want to shrink back because they fear the adverse consequences of failure and many people really don't believe all kids can learn. I think it would be a mistake to give into those fears.

And one of the things that I would hope will come out of this summit, Lou, is that all of you, in encouraging accountability, which is, I know, something you believe in, ask people not to be afraid when there are consequences.

I just saw the results in New York City, where the first group of children have

gone—didn't score at the appropriate level. They went to summer school. Many that went to summer school are being prompted, but a few that went to summer school aren't, and all the ones that refused to go aren't.

And there may be some mistakes made. But as long as we send the message to these kids that "We're doing this for you. This doesn't mean there's something wrong with you, but we'll be hurting you worse if we tell you you're learning something when you're not. We'll be basically participating in a fraud which, ultimately, will cost you more personally, psychically and, of course, eventually financially, than any pain that comes in the moment."

But in order to do this, this whole issue will have to be really taken out of and kept out of the closet. Governors will have to look dead in the eye of some child that was held back and say, "That's okay, you can do it," and lift them up. We won't have to pretend that there will never be a moment of pain for anybody in any of this.

And similarly, business people and Governors will have to know that we have done everything we absolutely can to give every kid we can the chance not to be taken down by the system. It's one of the things that I liked about Chicago, where the summer school now for the children that don't make the grade is now the sixth biggest school district in the entire United States of America—the Chicago summer school, the sixth biggest school district in America. Why? Because they don't want to brand the kids as failures when the system didn't do for them what it should have.

And Secretary Riley and I have met with parents whose children have been through the system there, including parents of children who were held back and had to go to summer school. I have been into a poor neighborhood there where virtually all the kids had to go to summer school in a couple of the classes. And because they believed the system is honest and because they believe that the purpose of what is being done is not for some politician or educator to look tough or run up numbers in the polls or, say, have some easy sloganeering answer, but the purpose is to make sure these kids learn what they need to learn to have good lives, they

support it. They support the standards. They support the mandatory summer school. They support what's being done in the after-school programs.

And it will happen everywhere in America. But we all have to commit the truth about this. And we can't pretend there will never be any painful consequences. But where there are painful consequences, all the Governors can do a world of good by going into those schools and say, "I'm doing this because I want you to have a good life. I'm doing this because it's not too late for you. This is just the beginning of your life. I'm doing this because your teachers and your principals and your parents and the business leaders in this community, we care about your future, and we're going to make this work." And I hope we can do that.

Let me just say very quickly, I think we have to have these basic standards in every State, and we have to make it possible, as Achieve has recommended, not only know whether the standards are being met but to give the parents some comparative information about how children in other States and other nations are doing. I think we have to recommit ourselves to extra support.

And Congress, when I sent this Education Accountability Act to Congress, saying that school districts accepting Federal money must ensure that teachers know the subject they're teaching, have reasonable discipline codes, empower parents with report cards, have a strategy—and I think this is very important—to turn around failing schools or close them down and, finally, a strategy to end social promotion that empowers children who aren't making the grade through the after-school programs, the summer school programs, and all the rest.

Now, we're having a big argument in Washington on the budget today. I don't want to get into a partisan rerun of that, but let me just say this: We can have the kind of budget we need that will help you to do what you need to do without—and we can meet the budget targets without coming up short in education, whether it's for Head Start or more teachers or the initiative to help States build and modernize 6,000 new schools or the American Reads program or this Gear Up program, all of which the Con-

gress supported last year, by the way, to help mentor kids that are in trouble in junior high school, to try to get them into college by getting them over that rough patch. So I hope we can get that done.

I also wanted to say, emphasize something that I think is very important, our budget would provide \$200 million to help you turn around low-performing schools. I believe that it is not enough to say, no social promotion, strict accountability, and even summer school and after-school programs for kids, unless there is a strategy to turn around the low-performing schools. And I know that in North Carolina and in several other places where this has been done—I mentioned them earlier, Houston, Dade County, Chicago, and there are other places—but there is evidence now—we don't have to question this either—there is a lot of evidence that these low-performing schools can be turned around.

I went to an elementary school in Chicago, in the Robert Taylor housing project, where the reading scores had tripled and the math scores had doubled in 2 years. Were they on a low base? Yes. Were they where they ought to be? No. But does it prove you can turn things around, even in the most adverse circumstances? Absolutely. So I think that if we're going to have genuine accountability for standards, it is important that we have something to turn the schools around.

And again, I say—a lot of people in Congress don't want to adopt this accountability standard for Federal funds because they say that we shouldn't impose that on you. But I think all of you know that the five elements in the Federal bill were basically ideas we got straight out of local school districts and States. They weren't something that Dick Riley cooked up. It was something that the Education Department developed based on the proven experience and results of local school districts and States.

Finally, let me just give you something to feel good about again, at the end. In 1996, there were only 14 States with measurable standards. Today there are 50. That's the good news. Here's why you ought to focus on accountability. In 1996, there were only

11 States with systems that identify and sanction low-performing schools. Today there are only 16. This is the hard part.

But again, I say, we've got to give the schools the tools they need to do the job. And the Federal Government has an important role to play. We don't provide an enormous amount of the total funds for schools, but that amount was slipping for a while, and we got it going back up now. And I feel very strongly, as the Secretary of Education, that with the largest student population in history and with all this educational evidence about the benefits of smaller classes and with the imperative of ending the practice of social promotion, finishing the work of 100,000 teachers, helping you to build or remodel 6,000 schools so they'll be modern, and doing these other things are quite important.

Now, let me just make one other point. I'm encouraged by the movement to standards in the 3½ years since you had your last summit here, and you should be, too. That's a rather astonishing move. And it shows what can happen if you meet in an environment where you've got business and education and the political leadership working together, and Republicans and Democrats leave the party labels at the door, and everybody just works on what's good for the kids.

But this is the hard part. It's not an accident that we've gone from 16 to 50 standards and 11 to 16 in genuine accountability. It's hard. But you also can take a lot of pride in the fact that you have evidence, even in big urban areas with a lot of trouble, where this has worked. And the consequences are good.

Now, last February when the Governors were in the White House, I just noted that it took 100 years for laws mandating compulsory, free elementary education to spread from a few States to the whole Nation. When it comes to this accountability agenda, will we follow the model of the last 3½ years with standards and go from 16 to 50 in a hurry, or will we go back to the model of the earlier time? I think all of you know what we ought to do.

And I will say again, I think the fact that we have the largest number of children in our public schools in history, I think the fact that they are more diverse than ever before

in terms of their backgrounds and their languages is a godsend for us for the 21st century in a global society if, but only if, we prove not only that they can all learn but that we can teach them all. We know they can all learn from—you can do a brain scan and determine that. That's always been—that's the wrong question. The question is, can we teach them all, and are we prepared to do it, and are we prepared to have constructive compassion for their present difficulties by having genuine accountability and also heartfelt support.

The reason that there is still so much enthusiasm for all this after—10 years after the Charlottesville Summit, 16 years after the "Nation at Risk," 20 or 30 years after all the Southerners figured out that it's the only way to lift our States out of the dirt—is that everybody knows that deep down inside it's still the most important public work.

Thank you very much.

NOTE: The President spoke at 3:40 p.m. in the Watson Room at the IBM Palisades Executive Conference Center. In his remarks, he referred to North Carolina Gov. James B. Hunt, Jr.; Wisconsin Gov. Tommy G. Thompson; Louis V. Gerstner, Jr., chairman and chief executive officer, IBM Corp.; former Gov. Gaston Caperton of West Virginia; Gov. John Engler of Michigan; and Hugh B. Price, president and chief executive officer, Urban League.

Memorandum on Counter-Drug Assistance to Colombia, Peru, Ecuador, and Panama
September 30, 1999

Presidential Determination No. 99-43

Memorandum for the Secretary of State, the Secretary of the Treasury, the Secretary of Defense, the Attorney General, the Secretary of Transportation

Subject: Drawdown Under Section 506(a)(2) of the Foreign Assistance Act to Provide Counter-Drug Assistance to Colombia, Peru, Ecuador, and Panama

Pursuant to the authority vested in me by section 506(a)(2) of the Foreign Assistance Act of 1961, as amended, 22 U.S.C. 2318(a)(2) (the "Act"), I hereby determine

- What we have done*
- *Set goals*
 - *Assessing how to get there*

Memorandum to Bruce Reed and Barbara Chow on Proposed Presidential address on the Progress of Standards-based Reform Movement and the Legacy of Goals 2000

From: David Lussier
Bethany Little
Caroline Chang
Kendra Brooks

Draft: October 26, 2000

At the end of the administration's eight-year tenure, President Clinton's leadership in education, particularly with regard to standards-based reform, has led to an unprecedented national conversation on the state of our schools and how best to improve them. Through an active partnership with states, the President's agenda of greater investment and accountability has led to proven results. We believe that a major education policy address by the President before he leaves office could highlight the progress of the last eight years as well as provide him with an opportunity to challenge the nation to continue its commitment to standards-based reform. The timing of this address is significant because the postscript to Goals 2000 has yet to be written. Additionally, many states are in the process of evaluating their initial efforts to implement standards-based reform and are making important decisions about the road ahead. A major policy address on education at this point could serve as a powerful catalyst in these state conversations, underscore the administration's record, and chart a course for the future of our schools.

Background:

In 1989, the nation's governors and business leaders were invited by President Bush to attend a national summit on education in Charlottesville, Virginia. Those attending, including then-Governor Clinton, called for improving academic achievement for students and establishing specific goals that would define what each student should know and be able to do by the time he or she graduates from high school. These goals became the basis for the National Goals outlined in Goals 2000: The Educate America Act, which was signed into law in 1994.

Since the passage of Goals 2000 and the reauthorization of the Elementary and Secondary Education Act, the Federal government has helped states develop challenging content and performance standards aligned with assessments to measure student progress, as well as accountability systems to ensure results. Today, virtually all states have developed content standards, and the Federal Department of Education is currently working to ensure that state assessments include all students and are valid, reliable, and aligned to state standards.

Possible topics for Speech:

- **Staying the course on accountability:** While work needs to be done to ensure that assessment tools are appropriate and fair, we shouldn't abandon testing because it provides valuable data on progress and allows us to hold all school accountable for student learning.
- **Test scores tied to targeted investments:** Assessment results should be used to direct funds to specific initiatives such as reduced class sizes, better professional development, and the necessary resources for effective classroom instruction.
- **Move to year-round schooling:** The U.S. should move towards a 220 day school year over the next decade to be on par with other educationally successful countries.
- **Lengthening the school day:** While many schools have already done this through after-school programs, the President could call for an outright lengthening of the day to support working families and provide children with more learning opportunities, particularly through school-to-work and other experiential learning models.
- **Universal preschool and early childhood support:** This message would underscore the President's belief that all children begin school ready to learn.
- **School Choice:** The President could call for increased investments in public school options such as charter schools so that all parents would have the ability to choose the best public school for their children.
- **School Construction:** We need to provide all children with quality facilities in which to learn. Through a combination of tax credits and direct funding, we can continue to ensure that no students attend a school that is crumbling around them.
- **Finance Equity:** While the vision for how schools can be improved is often clear, many schools are unable to implement needed reforms because they lack the funding to do so. The President could call for a national dialogue on closing the finance equity gap that exists between property rich and property poor communities.

reference
OT
Big ?

Backdrop for Speech:

One of the great education success stories of the past eight years has been the creation and evolution of the National Board for Professional Teaching Standards. The President has been a key advocate of this program which has developed an intensive, national certification process for teachers that offers a model of what all good teachers should know and be able to do. Because of his long-standing role as a supporter of the National Board, NBPTS would like to present President Clinton with an award at a National Press Club luncheon on Monday, Nov. 27. They have also agreed to hold off their announcement of newly certified teachers so that the President could do so personally at this event. (It's expected that the number of National Board teachers will nearly double this year from approximately 5,000 to 10,000). This is an announcement that

generates substantial press each year without the President's presence. We feel that this opportunity would provide the President with the appropriate platform from which to issue this important policy address.

What do we gain?

- A major address would help solidify this administration's record of accomplishment during the past eight years.
- The President can frame Goals 2000, not as a failure, but as an important starting point that has led to sweeping changes in schools across the country.
- Building off of Rep. Gephardt's recent education policy address on behalf of the Democratic Party, the President can help the Democrats claim ownership of a comprehensive education plan for the future.
- The President's vision of necessary next steps will help set the agenda for the next administration to follow. (This might also generate critical momentum for ESEA authorization in the next Congress)
- The President can outline ways in which he intends to extend his commitment to education beyond his presidency.

NOV 27

draft Paul Cellarius - Legacy Speech

Memorandum to Bruce Reed and Barbara Chow on Proposed Presidential address on the Progress of Standards-based Reform Movement and the Legacy of Goals 2000

From: David Lussier
Bethany Little
Caroline Chang
Kendra Brooks

Date: October 23, 2000

Background:

START WITH - Based on what is happening around country / how many
In 1989, the nation's governors and business leaders were invited by President Bush to attend a national summit on education in Charlottesville, Virginia. Those attending, including Governor Clinton, called for improving academic achievement for students and establishing specific goals that would define what each student should know and be able to do by the time he or she graduates from high school. These goals became the basis for the National Goals outlined in Goals 2000: The Educate America Act, which was signed into law in 1994:

- **School Readiness.** All children in America will start school ready to learn.
- **School Completion.** The high school graduation rate will increase to at least 90 percent.
- **Student Achievement and Citizenship.** All students in the United States will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.
- **Teacher Education and Professional Development.** The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- **Mathematics and Science.** United States will be first in the world in mathematics and science achievement.
- **Adult Literacy and Lifelong Learning.** Every adult American will be literate and will possess the knowledge and skills to compete in a global economy and exercise the rights and responsibilities of citizenship.
- **Safe, Disciplined and Alcohol-and Drug-Free Schools.** Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
- **Parental Participation.** Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of all children.

Since the passage of Goals 2000 and the reauthorization of the Elementary and Secondary Education Act, the Federal government has helped states develop challenging content and performance standards aligned with assessments to measure student progress, as well as

vision
• IBM speech in NY - 21st the President emotionally involved
• Pitch to Bruce as the Big education speech of the administration
• describe as an American Transformation from an Old to New Economy

accountability systems to ensure results. Today, virtually all states have developed content standards, and the Federal Department of Education is currently working to ensure that state assessments include all students and are valid, reliable, and aligned to state standards.

Proposal:

At the end of President Clinton's eight year tenure in which Federal leadership and investment have led to proven results in schools across the nation, a major address by the President could highlight the progress we have made since Charlottesville and provide him with an opportunity to challenge the nation to continue its commitment to standards-based reform and greater accountability. The timing of this address is significant because the postscript to Goals 2000 has yet to be written. Additionally, many states are in the process of evaluating their initial efforts to implement standards-based reform and making important decisions about the road ahead. A major policy address on education at this point could serve as a powerful catalyst in these state conversations, underscore this administration's efforts in the last eight years, and chart a course for the future. The following is a list of items that the President may want to focus on in his remarks:

- **Staying the course on accountability:** While work needs to be done to ensure that assessment tools are appropriate and fair, we shouldn't abandon testing because it provides valuable data on progress and allows us to hold all school accountable for student learning.
- **Test scores tied to targeted investments:** Assessment results should be used to direct funds to specific initiatives such as reduced class sizes, better professional development, and the necessary resources for effective classroom instruction.
- **Move to year-round schooling:** The U.S. should move towards a 220 day school year over the next decade to be on par with other educationally successful countries.
- **Lengthening the school day:** While many schools have already done this through after-school programs, the President could call for an outright lengthening of the day to support working families and provide children with more learning opportunities, particularly through school-to-work and other experiential learning models.
- **Universal preschool and early childhood support:** This message would underscore the President's belief that all children begin school ready to learn.
- **School Choice:** The President could call for increased investments in public school options such as charter schools so that all parents would have the ability to choose the best public school for their children.
- **School Construction:** We need to provide all children with quality facilities in which to learn. Through a combination of tax credits and direct funding, we can continue to ensure that no students attend a school that is crumbling around them.

outline 5 keys to win the new education war:
① *Good testing helps some; Good testing helps a lot.*
② *Safety / Parental involvement*
③

- **Finance Equity:** While the vision for how schools can be improved is often clear, many schools are unable to implement needed reforms because they lack the funding to do so. The President could call for a national dialogue on closing the finance equity gap that exists between property rich and property poor communities.

What do we gain?

- The President can address those elements of Goals 2000 by focusing on what we have achieved and what we have left to do.
- Building off of Rep. Gephardt's recent education policy address on behalf of the Democratic Party, the President can help the Democrats claim ownership of a comprehensive education plan for the future.
- A major address would help solidify this administration's record of accomplishment during the past eight years.
- The President's vision of necessary next steps will help set the agenda for the next administration to follow.

7 students

Matt -

JILL -

Sarah HUM -

KATIE -

ME - Thursday at 6:30.

Dora -

JENNIFER -

GUIDANCE ON INTERNET FILTERING

Background: In SAPs earlier this year, the Administration opposed mandating that schools and libraries purchase and implement technology that would block or filter access to pornography online (as in provisions sponsored by Senator McCain and Congressman Istook), and instead had promoted comprehensive acceptable use policies developed at the local level that may or may not include blocking and filtering technology (as promoted in a bill by Senator Santorum). Unfortunately, Senators McCain and Santorum and Representative Istook inserted mandatory Internet filtering language into the Labor HHS conference report, and indicated that they would not budge on the issue. Though the libraries, civil liberties, and school groups support the Administration's original position, the difficulty of articulating the Administration's opposition to filtering pornography in schools and libraries made it a difficult issue to take on publicly.

The McCain-Santorum-Istook proposal included several problematic elements, including (1) the required technology can be very expensive and could widen the digital divide, (2) blocking and filtering technology is notoriously both over- and under-inclusive, (3) the use of blocking and filtering technology in the absence of comprehensive acceptable use policies can create a false sense of security for teachers and parents and lead to less-rigorous monitoring of children online, and (4) the use of already oversubscribed E-rate funds to pay for the mandated technology. Because we were not going to veto the Labor HHS bill over this, the Administration worked with McCain's staff and Hill Democrats to develop a compromise that protects children from harmful online material without specifically mandating the use of "blocking and filtering" technology, and does not drain money from the E-Rate program to pay for the mandate. A tentative agreement was reached with Senator McCain's staff, but we are not considering this a sealed deal and to date have not publicly discussed the details of the agreement, instead explaining to inquiring press that no agreement in final until the entire Labor HHS appropriations bill is passed. The tentative deal would have mandated acceptable use policies that included some form of "technological protection measure," and would have been funded through the use of other education funds, protecting E-rate funds from being used to comply.

OPTION 1 (This is similar to what the press office has been telling reporters inquiring about this, but may not serve your purpose since your interview will likely be published after a deal will have been reached.)

Q: The administration recently changed course on filtering and agreed to support an amended version of McCain's filtering language on the Labor-HHS bill. Why the change? What exactly is the administration's position on filtering? Will you support that language in a lame-duck session?

A: Although we have had constructive conversations with Republicans about many of the important issues in the Labor HHS appropriations bill, the Republican leadership has chosen to walk away and leave the bill unfinished. Because of this, it is difficult to know what the outcome of this or any issue will be. The Administration remains committed to expanding access to the information superhighway to all children and closing the digital divide, while also protecting our children online through community-based acceptable use policies.

OPTION 2

Q: The administration recently changed course on filtering and agreed to support an amended version of McCain's filtering language on the Labor-HHS bill. Why the change? What exactly is the administration's position on filtering? Will you support that language in a lame-duck session?

A: The Administration's approach has been to increase law enforcement resources to enforce existing laws against child pornography and obscenity, encourage industry self-regulation, and promote acceptable use policies that educate parents and teachers about the tools that are available to protect children from inappropriate material on the Internet while also educating children on responsible use of the Internet, including e-mail and chat rooms. As with all of the provisions in the Labor HHS appropriations bill, the Administration had worked closely with Republicans and Democrats in Congress to reach agreement on an Internet policy that would protect our children. This constructive process with Senator McCain's office resulted in a provision that would require local communities to develop acceptable use policies that include a technological protection measure as one component, but this requirement would exist within the construct of community-based acceptable use policies, would not narrowly mandate one type of technology and would not jeopardize E-rate funds. Unfortunately, the Republican leadership has chosen to leave this and many other key agreements on the table in favor of electioneering, and therefore any final resolution is unclear at this point.

Q: Doesn't this Internet filtering provision just establish another unfunded federal mandate?

A: While it is true that no new funding sources have been dedicated to this particular purpose, the provision makes clear that there are federal resources available to help schools and libraries carry out this mandate. In fact, Quality Education Data, Inc. (QED) recently released its Report on Internet Usage in Public Schools 2000, which found that over 60 percent of schools with Internet connections already use filtering software.

MEMORANDUM TO BARBARA CHOW ON PROPOSED PRESIDENTIAL COMMISSION ON EDUCATIONAL EQUITY

From: Caroline Chang
Bethany Little
Date: October 18, 2000

As you know, the President and Representative Fattah recently discussed the establishment of a Presidential Commission on Educational Equity; school finance equity is an issue that Fattah has pursued in the form of legislation. Today there are equity cases pending in 23 states, and there have been dozens more around the country over time. However, we recommend holding off on chartering a Commission at this time, in part because the National Research Council's recent work on the topic could make such a Commission redundant and in part because we may want to reconsider tasking a Commission to report findings on a fairly controversial issue in the first year of a new Administration.

POLICY CONTEXT

While school finance has been examined in academia, there has been public attention on the topic as well. This Administration has remained strong on the concept of finance equity – in 1999 alone, the Administration filed three *amicus* briefs favoring increased equity in school finance. In addition, the Department of Education and the National Research Council put together the Congressionally-mandated Committee on Education Finance, mostly made up of researchers and academics with a background in the issue. (a copy of the Committee's charge is attached) The Committee completed "Making Money Matter: Financing America's Schools," last year, and "Investing in Adequacy: The Challenges of Crafting a New School Finance," is expected to be released in November.

In "Making Money Matter," the Committee on Education Finance concluded that "money can and should be used more effectively than it traditionally has been to make a difference in U.S. schools. To promote the achievement of a fair and productive educational system, finance decisions should be explicitly aligned with broad educational goals." The Committee highlighted funding adequacy (ie, considering outcomes as well as inputs), investment in the capacity of the education system, altering incentives to make performance count, and empowering schools and parents to make decisions about the use of public funds. The Committee also established three goals saying education finance systems should 1) facilitate a substantially higher level of achievement for all students, while using resources in a cost-efficient manner; 2) facilitate efforts to break the nexus between student background characteristics and student achievement; 3) generate revenue in a fair and efficient manner.

REPRESENTATIVE FATTAH'S PAST LEGISLATIVE EFFORTS

Fattah has proposed federal action on school finance on more than one occasion. In February of 1999, for instance, Fattah filed HR 555, the "Equal Protection School Finance Act;" original co-sponsors were Mr. Gutierrez (D-IL), Ms. Kilpatrick (D-MI), Mr. Brady (D-PA), Ms. Lee (D-CA), Mr. Martinez (D-CA), and Mr. Rush (D-IL), and 38 other Representatives (all Democrats except for Independent Bernard Sanders of VT) have signed on subsequently. The bill makes state eligibility for funds administered by the Department of Education contingent upon an acceptable coefficient of variation (COV) – which is calculated as the standard deviation of per pupil spending by the State divided by the mean per pupil spending by the state. No Federal or special expenditures, including capital or special needs such as for IDEA or LEP programs would be included in the calculation, which would basically limit the acceptable degree of variation in per pupil funding between districts in a state. A waiver would be provided to states submitting a plan bringing the state into compliance within five years.

REPRESENTATIVE FATTAH'S COMMISSION PROPOSAL

Fattah is suggesting the formation of a Commission that "shall prepare a report on how to achieve educational equity in America, including recommendations regarding school finance equity, for submission

to the President and the Congress by February 28, 2001. The President shall appoint not more than 30 individuals to serve on this Commission with broad representation of the most prominent leaders from every segment of our society.” Fattah’s suggested list (see attached) includes high-profile individuals from a variety of backgrounds beyond education finance and policy, such as Jesse Jackson, Bill Gates, L.A. Laker coach Phillip Jackson, Marion Wright Edelman, Colin Powell, Bob Chase, Michael Eisner, Harvard University President Neil Rudenstine, and Oprah Winfrey.

RECOMMENDATIONS

That equity in school finance is by no means clear-cut does lend the issue to greater examination at a national level, however, given the current policy and political situations, we feel that right now may not be the most effective time to establish a Presidential Commission on the issue. First of all, we should be aware that concern has been voiced regarding the establishment of any Commissions required to report potentially controversial conclusions early in the next Administration. Secondly, the NRC Committee on Education Finance has been studying the question of how education finance systems can be designed to ensure that all students achieve high levels of learning while also being efficient – taking into consideration equity, adequacy and productivity as well as incentive structures and the relationship between expenditures and performance. The yet-to-be released NRC publication “is designed to engage policymakers at the federal, state, and local levels in strategic discussions of the ways and means of addressing the new demands and challenges in school finance.” We recommend weighing the two NRC reports more closely before establishing any new Commission on the topic.

Mike Cohen felt that such a Commission could offer an opportunity to examine school finance from the high standards for all kids angle – in other words, now that Goals 2000 has laid the foundation, how do we actually hold all students to the same high standards? Is there a possible argument for national achievement standards or national equal opportunity standards? However, Mike Cohen also pointed out that even if an Executive Order established a Commission now, it would be unlikely for the selection and appointment process to be complete before the end of the year.

Ultimately, given the work of the NRC Committee on Education Finance, if any Commission is to be established in the future, the charge should be more specific than Fattah’s proposal so as not to repeat existing work, and we would recommend that the Commission include at last some individuals directly tied into the school finance community, in addition to well-known public figures. Possible aspects of school finance equity that the Commission could use as launching points for further inquiry include:

- The financing of early childhood education – particularly as research indicates now that access to quality early childhood education can decrease the need for costly special educational services;
- Issues related to the financing of special education;
- Options for the funding of capital expenses, including renovation and construction;
- Innovative ways to utilize existing regulations and laws, such as the Community Reinvestment Act (CRA) to leverage greater financial backing, at least for capital expenses;
- Possible roles of non-profit and private entities as partners in school finance;
- Historical shifts, if any, in how funds are spent, not just how much is spent, to help understand the varying needs and potential impacts of additional dollars.

10/13/95
10/13/95
10/13/95

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code of federal regulations

The President

3

1994 COMPILATION

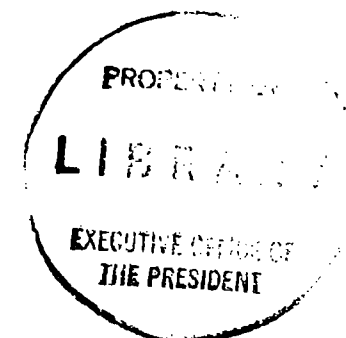
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PARTS 100-102

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Executive Order 12899 of February 15, 1994

Establishing an Emergency Board To Investigate a Dispute Between The Long Island Rail Road and Certain of Its Employees Represented by the United Transportation Union

A dispute exists between The Long Island Rail Road and certain of its employees represented by the United Transportation Union.

The dispute has not heretofore been adjusted under the provisions of the Railway Labor Act, as amended (the "Act").

A first emergency board to investigate the dispute was established by Executive Order No. 12874 on October 20, 1993. The emergency board terminated upon issuance of its report and, subsequently, its recommendations were not accepted.

A party empowered by the Act has requested that the President establish a second emergency board pursuant to section 9A of the Act (45 U.S.C. 159a).

Section 9A(e) of the Act provides that the President, upon such request, shall appoint a second emergency board to investigate and report on the dispute.

NOW, THEREFORE, by the authority vested in me by section 9A of the Act, it is hereby ordered as follows:

Section 1. *Establishment of the Board.* There is established, effective February 15, 1994, a board of three members to be appointed by the President to investigate this dispute. No member shall be interested pecuniarily or otherwise in any organization of railroad employees or any carrier. The board shall perform its functions subject to the availability of funds.

Sec. 2. *Report.* Within 30 days after creation of the board, the parties to the dispute shall submit to the board final offers for settlement of the dispute. Within 30 days after submission of final offers for settlement of the dispute, the board shall submit a report to the President setting forth its selection of the most reasonable offer.

Sec. 3. *Maintaining Conditions.* As provided by section 9A(h) of the Act, from the time a request to establish a board is made until 60 days after the board makes its report, the parties shall make no changes in the conditions out of which the dispute arose, except by agreement.

Sec. 4. *Expiration.* The board shall terminate upon submission of the report provided for in section 2 of this order.

WILLIAM J. CLINTON

THE WHITE HOUSE,
February 15, 1994.

Executive Order 12900 of February 22, 1994

Educational Excellence for Hispanic Americans

By the authority vested in me as President by the Constitution and the laws of the United States of America, and in order to advance the development of human potential, to strengthen the Nation's capacity to provide high-quality education, and to increase opportunities for Hispanic Americans to participate in and benefit from Federal education programs, it is hereby ordered as follows:

Section 1. There shall be established in the Department of Education the President's Advisory Commission on Educational Excellence for Hispanic Americans (Commission). The Commission shall consist of not more than 25 members, who shall be appointed by the President and shall report to the Secretary of Education (Secretary). The Commission shall comprise representatives who: (a) have a history of involvement with the Hispanic community; (b) are from the education, civil rights, and business communities; or (c) are from civic associations representing the diversity within the Hispanic community. In addition, the President may appoint other representatives as he deems appropriate.

Sec. 2. The Commission shall provide advice to the President and the Secretary on: (a) the progress of Hispanic Americans toward achievement of the National Education Goals and other standards of educational accomplishment; (b) the development, monitoring, and coordination of Federal efforts to promote high-quality education for Hispanic Americans; (c) ways to increase State, private sector, and community involvement in improving education; and (d) ways to expand and complement Federal education initiatives. The Commission shall provide advice to the President through the Secretary.

Sec. 3. There shall be established in the Department of Education the White House Initiative on Educational Excellence for Hispanic Americans (Initiative). The Initiative shall be an interagency working group coordinated by the Department of Education and shall be headed by a Director, who shall be a senior level Federal official. It shall provide the staff, resources, and assistance for the Commission and shall serve the Secretary in carrying out his or her responsibilities under this order. The Initiative is authorized to utilize the services, personnel, information, and facilities of other Federal, State, and local agencies with their consent, and with or without reimbursement, consistent with applicable law. To the extent permitted by law and regulations, each Federal agency shall cooperate in providing resources, including personnel detailed to the Initiative, to meet the objectives of this order. The Initiative shall include both career civil service and appointed staff with expertise in the area of education, and shall provide advice to the Secretary on the implementation and coordination of education and related programs across Executive agencies.

Sec. 4. Each Executive department and each agency designated by the Secretary shall appoint a senior official, who is a full-time officer of the Federal Government and responsible for management or program administration, to report directly to the agency head on activity under this Executive

order and to serve as liaison to the Commission and the Initiative. To the extent permitted by law and to the extent practicable, each Executive department and designated agency shall provide any appropriate information requested by the Commission or the staff of the Initiative, including data relating to the eligibility for and participation by Hispanic Americans in Federal education programs and the progress of Hispanic Americans in relation to the National Education Goals. Where adequate data is not available, the Commission shall suggest the means of collecting the data.

Sec. 5. The Secretary, in consultation with the Commission, shall submit to the President an Annual Federal Plan to Promote Hispanic American Educational Excellence (Annual Federal Plan, or Plan). All actions described in the Plan shall be designed to help Hispanic Americans attain the educational improvement targets set forth in the National Education Goals and any standards established by the National Education Standards and Improvement Council. The Plan shall include data on eligibility for, and participation by, Hispanic Americans in Federal education programs, and such other aspects of the educational status of Hispanic Americans as the Secretary considers appropriate. This Plan also shall include, as an appendix, the text of the agency plans described in section 6 of this order. The Secretary, in consultation with the Commission and with the assistance of the Initiative staff, shall ensure that superintendents of Hispanic-serving school districts, presidents of Hispanic-serving institutions of higher education, directors of educational programs for Hispanic Americans, and other appropriate individuals are given the opportunity to comment on the proposed Annual Federal Plan. For purposes of this order, a "Hispanic-serving" school district or institution of higher education is any local education agency or institution of higher education, respectively, whose student population is more than 25 percent Hispanic.

Sec. 6. As part of the development of the Annual Federal Plan, each Executive department and each designated agency (hereinafter in this section referred to collectively as "agency") shall prepare a plan for, and shall document, both that agency's effort to increase Hispanic American participation in Federal education programs where Hispanic Americans currently are underserved, and that agency's effort to improve educational outcomes for Hispanic Americans participating in Federal education programs. This plan shall address, among other relevant issues: (a) the elimination of unintended regulatory barriers to Hispanic American participation in Federal education programs; (b) the adequacy of announcements of program opportunities of interest to Hispanic-serving school districts, institutions of higher education, and agencies; and (c) ways of eliminating educational inequalities and disadvantages faced by Hispanic Americans. It also shall emphasize the facilitation of technical, planning, and development advice to Hispanic-serving school districts and institutions of higher education. Each agency's plan shall provide appropriate measurable objectives for proposed actions aimed at increasing Hispanic American participation in Federal education programs where Hispanic Americans currently are underserved. After the first year, each agency's plan also shall assess that agency's performance on the goals set in the previous year's annual plan. These plans shall be submitted by a date and time to be established by the Secretary.

Sec. 7. The Director of the Office of Personnel Management, in consultation with the Secretary and the Secretary of Labor, to the extent permitted by law, shall develop a program to promote recruitment of Hispanic students

for part-time, summer, and permanent positions in the Federal Government.

Sec. 8. I have determined that the Commission shall be established in compliance with the Federal Advisory Committee Act, as amended (5 U.S.C. App. 2). Notwithstanding any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended, shall be performed by the Secretary, in accordance with the guidelines and procedures established by the Administrator of General Services.

Sec. 9. Administration. (a) Members of the Commission shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701–5707).

(b) The Commission and the Initiative shall obtain funding for their activities from the Department of Education.

(c) The Department of Education shall provide such administrative services for the Commission as may be required.

Sec. 10. Executive Order No. 12729 is revoked.

WILLIAM J. CLINTON

THE WHITE HOUSE,

February 22, 1994.

Editorial note: For the President's remarks on signing this Executive order, see the *Weekly Compilation of Presidential Documents* (vol. 30, p. 344).

Executive Order 12901 of March 3, 1994

Identification of Trade Expansion Priorities

By the authority vested in me as President by the Constitution and the laws of the United States of America, including sections 141 and 301–310 of the Trade Act of 1974, as amended (the "Act") (19 U.S.C. 2171, 2411–2420), and section 301 of title 3, United States Code, and to ensure that the trade policies of the United States advance, to the greatest extent possible, the export of the products and services of the United States and that trade policy resources are used efficiently, it is hereby ordered as follows:

Section 1. Identification. (a) Within 6 months of the submission of the National Trade Estimate Report (required by section 181(b) of the Act (19 U.S.C. 2241)) for 1994 and 1995, the United States Trade Representative ("Trade Representative") shall review United States trade expansion priorities and identify priority foreign country practices, the elimination of which is likely to have the most significant potential to increase United States exports, either directly or through the establishment of a beneficial precedent. The Trade Representative shall submit to the Committee on Finance of the Senate and the Committee on Ways and Means of the House of Representatives, and shall publish in the *Federal Register*, a report on the priority foreign country practices identified.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

September 30, 1997

EXECUTIVE ORDER 13062

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CONTINUANCE OF CERTAIN FEDERAL ADVISORY COMMITTEES
AND AMENDMENTS TO EXECUTIVE ORDERS 13038 AND 13054

By the authority vested in me as President by the Constitution and the laws of the United States of America, and in accordance with the provisions of the Federal Advisory Committee Act, as amended (5 U.S.C. App.), it is hereby ordered as follows:

Section 1. Each advisory committee listed below is continued until September 30, 1999.

(a) Committee for the Preservation of the White House; Executive Order 11145, as amended (Department of the Interior).

(b) Federal Advisory Council on Occupational Safety and Health; Executive Order 12196, as amended (Department of Labor).

(c) National Partnership Council; Executive Order 12871, as amended (Office of Personnel Management).

(d) President's Advisory Commission on Education Excellence for Hispanic Americans; Executive Order 12900 (Department of Education).

(e) President's Board of Advisors on Historically Black Colleges and Universities; Executive Order 12876 (Department of Education).

(f) President's Commission on White House Fellowships; Executive Order 11183, as amended (Office of Personnel Management).

(g) President's Committee of Advisors on Science and Technology; Executive Order 12882 (Office of Science and Technology Policy).

(h) President's Committee on the Arts and the Humanities; Executive Order 12367, as amended (National Endowment for the Arts).

(i) President's Committee on the International Labor Organization; Executive Order 12216 (Department of Labor).

(j) President's Committee on the National Medal of Science; Executive Order 11287, as amended (National Science Foundation).

(k) President's Committee on Mental Retardation; Executive Order 12994 (Department of Health and Human Services).

(l) President's Council on Physical Fitness and Sports; Executive Order 12345, as amended (Department of Health and Human Services).

(m) President's Export Council; Executive Order 12131, as amended (Department of Commerce).

(n) President's National Security Telecommunications Advisory Committee; Executive Order 12382, as amended (Department of Defense).

(o) Trade and Environment Policy Advisory Committee; Executive Order 12905 (Office of the United States Trade Representative).

Sec. 2. Notwithstanding the provisions of any other Executive order, the functions of the President under the Federal Advisory Committee Act that are applicable to the committees listed in section 1 of this order, except that of reporting annually to the Congress, shall be performed by the head of the department or agency designated after each committee, in accordance with the guidelines and procedures established by the Administrator of General Services.

Sec. 3. The following Executive orders which established committees that have terminated and whose work is completed, are revoked:

(a) Executive Order 12891, establishing the Advisory Committee on Human Radiation Experiments;

(b) Executive Order 12964, as amended by Executive Orders 12987 and 13032, establishing the Commission on United States-Pacific Trade and Investment Policy;

(c) Executive Order 12946, establishing the President's Advisory Board on Arms Proliferation Policy;

(d) Executive Order 12864, as amended by Executive Orders 12890, 12921, and 12970, establishing the United States Advisory Council on the National Information Infrastructure; and

(e) Executive Order 13015, establishing the White House Commission on Aviation Safety and Security.

Sec. 4. Executive Order 12974 is superseded.

Sec. 5. In Executive Order 13038, the second sentence of section 1 is amended by deleting "15" and inserting "22" in lieu thereof.

Sec. 6. Executive Order 13054 is amended by revising section 1 to read as follows: "A United States citizen who is a family member of a Federal civilian employee who has separated from Federal service to accept employment with the American Institute in Taiwan pursuant to section 11 of Public Law 96-8 (22 U.S.C. 3310(a)) may be appointed noncompetitively in a manner similar to noncompetitive appointments under Executive Order 12721 and implementing regulations of the Office of Personnel Management to a competitive service position in the executive branch, provided such family member meets the qualifications and other requirements established by the Director of the Office of Personnel Management, including an appropriate period of satisfactory overseas employment with the American Institute in Taiwan."

Sec. 7. This order shall be effective September 30, 1997.

WILLIAM J. CLINTON

THE WHITE HOUSE,
September 29, 1997.

#

PRESIDENT CLINTON: DISAPPOINTED THAT CONGRESS LEAVES TOWN WITH UNFINISHED BUSINESS FOR AMERICA

November 1, 2000

Today, as Congress adjourns until after the election, President Clinton will express his disappointment that Congress has chosen to leave town without finishing its work. He will emphasize his continuing commitment to be ready to work on key priorities for America's people whenever Congress returns. Over the past month, President Clinton has signed 11 **(OMB pls check)** continuing resolutions to extend Congress's budget deadline. Nonetheless, Congress has been unwilling or unable to finish its work. Just this week, it retreated from an agreement on the education budget it still has not completed six of the 13 budget bills. When Republicans have worked with the Administration and congressional Democrats, we have made progress. Together we have passed bills for veterans, housing, agriculture, transportation, and foreign operations; permanent normal trade relations with China; the Older Americans Act; the Ryan White CARE Act, and other important legislation. Rather than finishing the people's business

CONGRESS HAS LEFT UNFINISHED BUSINESS BEHIND. Despite bipartisan agreement on many important issues, Congress has not finished a budget or acted on other important priorities for the American people. Today, Congress is leaving without having acted on legislation to:

- **AGREE ON AN EDUCATION BUDGET THAT INVESTS MORE IN AND DEMAND MORE FROM AMERICA'S SCHOOLS.** Earlier this week, the Clinton-Gore Administration had reached consensus with Republican members of the appropriations and education committees on a landmark education budget that included a \$7.5 billion increase for our schools, the most ever. However, Congress backed away from that agreement when special interests objected to an unrelated provision regarding workplace repetitive stress injuries. If important education initiatives continue to be funded by continuing resolutions, rather than by the bipartisan agreement renounced by the Republican leadership, then:
 - × Nearly 650,000 children will be denied smaller classes;
 - × School districts will not receive \$1 billion to make urgently needed repairs to school facilities;
 - × About 850,000 children will be denied after-school learning opportunities;
 - × Nearly 15,000 school districts will not receive \$250 million to improve teacher quality, denying participation to as many as 1.2 million teachers;
 - × Over 2,300 low-performing schools would not get \$116 million in Eisenhower State Grants to improve their students' achievement;
 - × About 600,000 disadvantaged students would be unable to participate in the GEAR UP college preparation initiative; and
 - × Nearly 4 million needy college students would receive smaller Pell grant scholarships because the maximum award will not increase from \$3,300 to \$3,800.
- **REACH COMMON GROUND ON TAX CUTS FOR MIDDLE CLASS FAMILIES.** President Clinton has repeatedly called for bipartisan negotiations on tax legislation. Last week, the President proposed a compromise package that reflected the priorities of both parties. Nonetheless, Congress moved forward with a bill that ignores key priorities for America and is now leaving town before finishing its work. As a result, the following pieces of legislation are unresolved:
 - × **Expand Health Care Coverage and Ease the Burden of Long-Term Care.** The President proposed a \$3,000 tax credit to ease the burden on people with long-term care needs or the families who care for them. This tax credit would provide immediate assistance to those burdened by these long-term care costs today. The President's proposal would also include the Republican proposal to provide an enhanced deduction for the purchase of private long-term care insurance provided there are appropriate consumer protections and the bipartisan credit for vaccine research and purchases. Finally, it would create the FamilyCare plan to expand affordable insurance to over 4 million parents, building on the successful Children's Health Insurance Program and include a tax credit for the purchase of private health insurance, based on the Republican proposal for a tax deduction.
 - × **Build and Modernize 6,000 Schools.** President Clinton has urged Congress to pass the Nancy Johnson-Charles Rangel legislation to create \$25 billion in school modernization bonds. That bill has 231 sponsors, a bipartisan majority of the House of Representatives. House leaders have consistently prevented a vote on Representatives Johnson and Rangel's effort to add school modernization bonds to the Education Savings and School Excellence

Act (H.R. 7). President Clinton has also urged Congress to pass legislation for tribal bonds to fund construction of schools serving Native Americans.

- × **New Markets and Renewal Communities.** Congress has yet to enact the bipartisan agreement between the President and Speaker Hastert that would spur business investment in our nation's economically distressed urban and rural communities. During this time of unparalleled prosperity, we should make sure that no community is left behind.
- **RAISE THE MINIMUM WAGE.** In his 1998 State of the Union Address, the President called for raising the minimum wage by \$1 over two years to help more than 10 million workers make ends meet. At time when we are experiencing the longest economic expansion in history, the proposed \$1 increase would return the real value of the minimum wage to the level it was in 1982. Full-time workers would receive an annual raise of about \$2,000 a year, enough to pay for nearly seven months of groceries or five months of rent. So far, Republican delay on this legislation has cost minimum wage workers over \$1,000.
 - Over the opposition of Republican leaders, the House passed a \$1 increase in the minimum wage by a 282-143 vote on March 9, 2000, with 78 Republicans supporting the measure.
 - In the Senate, a clean measure to increase the minimum wage over two years had the support of four Republicans, but failed in a close vote on November 9, 1999. So far, Senate Republican leaders have refused reasonable compromises that would allow the minimum wage to pass.
- **PROVIDE AN AFFORDABLE PRESCRIPTION DRUG BENEFIT OPTION FOR ALL MEDICARE BENEFICIARIES.** Three out of five Medicare beneficiaries have inadequate or no prescription drug coverage. In the context of broader reform that ensures that Medicare revenues are only used for Medicare, the President has proposed a voluntary, affordable, Medicare prescription drug benefit for all beneficiaries. *(DPC could we pls have another sentence)*
- **PASS A MEANINGFUL PATIENT'S BILL OF RIGHTS.** A bipartisan majority in both houses of Congress supports a strong, enforceable Patients' Bill of Rights, similar to the bipartisan Norwood-Dingell plan that passed the House overwhelmingly by a vote of 275-151 over a year ago. However, the Senate Republican leadership continues to support an alternative that leaves over 135 million people without protections and doesn't assure that plans are held accountable when they make decisions that harm patients.
 - On October 7, 1999, a bipartisan coalition led by Reps. Charlie Norwood (R-GA) and John Dingell (D-MI) and including 68 Republicans won passage of the Patients Bill of Rights Act in the House.
 - On July 15, 1999, the Senate passed weaker legislation that covered only one-third as many Americans in HMOs. It rejected a stronger version on June 8, 2000, despite the support of four Republican senators. With the addition of Democratic Senator Zell Miller from Georgia, a majority of both the House and Senate now supports the Dingell-Norwood plan.
 - More than a year after the House passed its bill, the conference committee has still not delivered strong bipartisan legislation. Speaker Hastert originally appointed conferees who opposed the bill and delayed conference committee action until this year.
- **ENACT COMMON-SENSE GUN SAFETY PROTECTIONS.** Congress must act to save more lives by passing sensible gun safety measures to: close the gun show loophole; require child safety locks for handguns; ban the importation of large capacity ammunition clips; and bar violent juveniles from owning guns for life. *(DPC could we pls have another sentence)*
- **PASS HATE CRIMES LEGISLATION.** There is no justification for failing to pass hate crimes legislation this year, which would enhance the Federal government's ability to prosecute violent crimes motivated by race, color, religion, or national origin and would authorize Federal prosecution of crimes motivated by sexual orientation, gender, or disability. There have been strong bipartisan votes in both the House and Senate on expanded hate crime legislation:
 - On June 20, 2000, the Senate added hate crimes legislation to the Department of Defense authorization bill by a 57-42 vote, with the support of 13 Republicans.
 - On September 13, 2000, the House voted to retain hate crimes in that bill, 232-192 with 41 Republicans.
 - However, Republican leaders stripped hate crimes before sending the Defense bill to the President.

- **REFORM THE CAMPAIGN FINANCE SYSTEM.** This year, the Congress failed once again to adopt comprehensive, meaningful reform of our campaign finance system. In July, the President signed modest but important reporting requirements to stop interest groups from using special “527” tax-exempt status to hide their political spending, and he called on Congress to continue working in a bipartisan fashion to pass comprehensive campaign finance reform. Unfortunately, Congressional leaders failed to take the next step. The American people want meaningful campaign finance reform, and the Congress should not stand in their way.
 - On September 10, 1999, the House passed the bipartisan Shays-Meehan reform plan with the support of 54 Republicans.
 - The Senate version of that bill has six Republican sponsors, including Senator John McCain. A majority of the Senate supports it, but the leadership has prevented a clean vote. The Senate has not debated the bill in over a year.
- **EXPAND HEALTH COVERAGE TO VULNERABLE POPULATIONS.** Despite broad bipartisan support, the Republican leadership continues to reject new health insurance coverage options for populations such as children with disabilities, Americans moving from welfare to work, and pregnant women and children who are legal immigrants. The Family Opportunity Act, which already has 77 co-sponsors in the Senate, would provide a new Medicaid buy-in option for children with disabilities who would otherwise lose their Medicaid coverage because their parents lose eligibility when they go back to work. The welfare to work, legal immigrant, and children’s enrollment provisions have unanimously passed the House Commerce Committee.
- **COMPLETE ITS WORK ON NATIONAL SERVICE.** In July, the Senate health, education, labor and pensions committee passed a bipartisan national service reauthorization bill, the Jeffords-Kennedy National and Community Service Amendments Act of 2000. Forty-nine of the 50 governors wrote the Republican leadership to urge them to pass the reauthorization of AmeriCorps and other critical national service programs this year. General Colin Powell has continually advocated for Congress to reauthorize this critical bill that provides opportunities for young people to serve their communities. However, the Republican leadership not brought the bill to a vote thus refusing to reaffirm and strengthen our nation’s commitment to national service and build on the far-reaching benefits of the national service program.
- **INSIST ON FAIRNESS FOR IMMIGRANTS.** The President is committed to fairness for immigrants who have been in this country for years, working hard and paying taxes, by enacting legislation addressing injustices under our immigration laws and restoring critical nutrition assistance and health benefits for legal immigrants. Despite bipartisan support for these proposals, the Republican leadership proposal simply does not go far enough to address these injustices and does nothing to restore critical benefits for legal immigrants.
- **PROTECT CIVIL RIGHTS AND WORK FOR EQUAL PAY.** President Clinton requested a 13 percent increase to improve civil rights enforcement, bringing the federal commitment to more than \$1 billion per year. This initiative provides resources for stepped-up civil rights enforcement, education and outreach at the Departments of Justice, Education, Health and Human Services, Labor, and Housing and Urban Development. The House has cut \$136 million from the President's request, while the Senate cut \$108 million. Congress has also failed to fund \$10 million for the President's Equal Pay Initiative at the Equal Employment Opportunity Commission to fight wage discrimination and provide training to employers on equal pay requirements. *(DPC pls update)*

October 30, 2000

Warm greetings to everyone gathered in South Padre Island, Texas, for the 2000 training conference of the Region VI Head Start Association. I am delighted to ~~join you in~~ America is celebrating the 35th anniversary of Head Start.

It has been my great privilege and joy to serve the American people for the past eight years. When Vice President Gore and I took office in 1993, we committed ourselves to putting in place an agenda to get America back on its economic feet while investing in America's priorities like education, and restoring the values of opportunity, responsibility, and community that made this country great.

I am particularly proud of the work we have done to strengthen and ~~improve-expand~~ Head Start. We also created Early Head Start to provide comprehensive services to children aged three and under and to pregnant women. -During our time in office, Head Start has become America's premier early childhood development program, ~~helping ensuring that~~ low-income children start school ready to learn. We have increased funding for Head Start by 90 percent since 1993 and expanded the number of children enrolled in the program by nearly 250,000. My budget proposal this year includes a record \$1 billion increase in Head Start funding, which would allow us to serve 950,000 children and stay on target to meet our goal of serving at least a million children by 2002. We also created Early Head Start to provide comprehensive services to children aged three and under and to pregnant women.

I know that our efforts would not have been successful without the hard work and commitment of people like you, who are on the front lines in this vital endeavor every day. I commend you for your leadership and unwavering dedication to our children -- you are helping to create a brighter future for us all.

Hillary joins me in extending best wishes for a productive conference and continued success in the years to come.

REPUBLICAN LEADERS BLOCK BIPARTISAN ACTION ON AMERICA'S PRIORITIES October 31, 2000

Continued

Republican leaders have blocked action on the following bipartisan issues:

Private schools can get ~~funding~~ ^{constructing} funds if they have 40% poverty rate

- **RECORD INCREASE IN THE EDUCATION BUDGET.** In February, President Clinton and Vice President Gore sent Congress a balanced and fiscally responsible budget that makes investments in key priorities, such as education. However, Republican leaders have stood in the way of moving forward for America's students.
 - **A Record \$7.6 Billion Increase for Education.** Before Republican leaders abandoned the agreement, the Clinton-Gore Administration had reached consensus with Republican members of the appropriations and education committees on a landmark education budget. The agreement provided a 16 percent increase in federal education spending, including the first-ever emergency school repair initiative, smaller classes with better teachers, doubled after-school funding, tougher accountability for failing schools, and a \$500 increase in Pell grant scholarships for low-income students.
 - **School Construction.** President Clinton has endorsed the Nancy Johnson-Charles Rangel school modernization bond legislation that has 231 sponsors, a bipartisan majority of the House of Representatives. On March 30, 2000, House leaders postponed consideration of the Education Savings and School Excellence Act (H.R. 7), preventing a vote on Representatives Johnson and Rangel's motion to recommit the bill to committee to add school modernization bonds.
- **RAISE THE MINIMUM WAGE.** In his 1998 State of the Union Address, the President called for raising the minimum wage by \$1 over two years, which would help more than 10 million workers make ends meet. At time when we are experiencing the longest economic expansion in history, the proposed \$1 increase would return the real value of the minimum wage to the level it was in 1982.
- **PROVIDE AN AFFORDABLE PRESCRIPTION DRUG BENEFIT OPTION FOR ALL MEDICARE BENEFICIARIES.** Three out of five Medicare beneficiaries have inadequate or no prescription drug coverage. In the context of broader reform that ensures that Medicare revenues are only used for Medicare, the President has proposed a voluntary, affordable, Medicare prescription drug benefit for all beneficiaries. Senator Bob Graham has proposed a similar approach. Nonetheless, Republican leadership has frustrated bipartisan efforts to address this issue.
- **ENACT A MEANINGFUL PATIENT'S BILL OF RIGHTS.** A bipartisan majority in both houses of Congress supports a strong, enforceable Patients' Bill of Rights, similar to the bipartisan Norwood-Dingell plan that passed the House overwhelmingly over a year ago. However, the Senate Republican leadership continues to support an alternative that leaves over 135 million people without protections and doesn't assure that plans are held accountable when they make decisions that harm patients.
- **PASS HATE CRIMES LEGISLATION.** The President will urge Congress to send him meaningful legislation to allow the federal prosecution of hate crimes based on gender, disability, or sexual orientation.
- **ENACT COMPREHENSIVE CAMPAIGN FINANCE REFORM.** This year, the Congress failed once again to adopt real, meaningful reform of our campaign finance system. Although the House passed a bipartisan reform plan, a minority of the Senate blocked further action and left unchecked the influence of moneyed special interests.



U.S. Office of Personnel Management

2000 General Schedule* (Not Including Locality Rates of Pay)

Effective January 2000

Grade	Annual Rates for Steps (in dollars)									
	1	2	3	4	5	6	7	8	9	10
1	13,870	14,332	14,794	15,252	15,715	15,986	16,440	16,900	16,918	17,351
2	15,594	15,964	16,481	16,918	17,107	17,610	18,113	18,616	19,119	19,622
3	17,015	17,582	18,149	18,716	19,283	19,850	20,417	20,984	21,551	22,118
4	19,100	19,737	20,374	21,011	21,648	22,285	22,922	23,559	24,196	24,833
5	21,370	22,082	22,794	23,506	24,218	24,930	25,642	26,354	27,066	27,778
6	23,820	24,614	25,408	26,202	26,996	27,790	28,584	29,378	30,172	30,966
7	26,470	27,352	28,234	29,116	29,998	30,880	31,762	32,644	33,526	34,408
8	29,315	30,292	31,269	32,246	33,223	34,200	35,177	36,154	37,131	38,108
9	32,380	33,459	34,538	35,617	36,696	37,775	38,854	39,933	41,012	42,091
10	35,658	36,847	38,036	39,225	40,414	41,603	42,792	43,981	45,170	46,359
11	39,178	40,484	41,790	43,096	44,402	45,708	47,014	48,320	49,626	50,932
12	46,955	48,520	50,085	51,650	53,215	54,780	56,345	57,910	59,475	61,040
13	55,837	57,698	59,559	61,420	63,281	65,142	67,003	68,864	70,725	72,586
14	65,983	68,182	70,381	72,580	74,779	76,978	79,177	81,376	83,575	85,774
15	77,614	80,201	82,788	85,375	87,962	90,549	93,136	95,723	98,310	100,897
*	INCORPORATING A 3.80% GENERAL INCREASE									

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PRESIDENT CLINTON AND VICE PRESIDENT GORE:
MODERNIZING AMERICA'S SCHOOLS
October 24, 2000

Today, President Clinton will call on Congress to pass legislation to modernize America's schools, and to do it this year. President Clinton will be joined by Democratic leaders, parents, children, teachers and educators, school builders, and other members of a national grassroots coalition to build and repair our schools. He will speak against the backdrop of a model schoolhouse built on the South Lawn, symbolizing our nation's commitment to quality education and the need for Congress to act on President Clinton's education initiatives.

THE CLINTON-GORE PLAN TO MODERNIZE AMERICA'S SCHOOLS: All students deserve a safe, healthy, and modern place to learn. President Clinton will urge the congressional leadership pass school construction legislation this year. Specifically, he has proposed:

- **\$25 Billion in School Modernization Bonds.** President Clinton has proposed \$25 billion in school construction bonds that would be interest-free for school districts. The bonds would help build and modernize 6,000 schools nationwide. Districts could use these 15-year bonds to modernize existing schools as well as build new ones. Bond owners would receive federal tax credits rather than interest payments from school districts, allowing districts to borrow interest-free for school construction. A similar mechanism has been used successfully for Qualified Zone Academy Bonds (QZABs). In the U.S. House of Representatives, Reps. Charles Rangel and Nancy Johnson introduced bipartisan legislation based on the President's proposal with 229 sponsors. In the Senate, Sen. Charles Robb introduced a similar bill.
- **\$1.3 Billion for Urgent Repairs.** President Clinton has also proposed a \$1.3 billion initiative to make \$6.7 billion in grants and interest-free loans for emergency repairs at 5,000 schools. Over five years, the initiative would help 25,000 schools repair roofs, heating and cooling systems, and electrical wiring. The assistance would be targeted to high-need districts. Within this \$1.3 billion, the initiative would allocate \$50 million for public schools with high concentrations of Native American students. Sen. Harkin and Rep. Clay have introduced urgent school repair legislation in Congress.
- **Native American Schools.** Congress provided a \$133 million increase for Indian school construction bringing the total to \$293 million, nearly all of President Clinton's \$300 million request. These schools have an \$800 million backlog in health, safety, and other critical needs. He also proposed to allocate \$400 million of the \$25 billion in School Modernization bonds for these schools over two years. The Administration supports passage of legislation to make the bonding proposal a reality for Indian communities.

THERE IS AN URGENT NATIONAL NEED FOR SCHOOL CONSTRUCTION. Communities across the country are struggling to address urgent safety and facility needs, rising student enrollments, and smaller class sizes.

- An estimated \$127 billion is needed to bring America's schools into good overall condition, according to U.S. Department of Education. An estimated 3.5 million students attend schools that need extensive repair or replacement. (*Condition of America's Public School Facilities: 1999, 2000*)
- Our schools need over \$300 billion including the costs of meeting rising enrollments and installing a modern technology infrastructure as well as repairs, according to the National Education Association. (*Modernizing Our Schools: What Will It Cost?, 2000*)

- The average public school was built 42 years ago. About one-third of public schools were built before 1970 and haven't been renovated since at least 1980. (National Center for Education Statistics, *Condition of Education 2000*, p. 63).
- School conditions matter: A growing body of research links student achievement and behavior to the physical building conditions and overcrowding. Good facilities are an important precondition for student learning, provided that other necessary conditions are also present.

THE REPUBLICAN BUDGET IGNORES AMERICA'S EDUCATION PRIORITIES. In February, President Clinton and Vice President Gore sent Congress a balanced and fiscally responsible budget that makes investments in key education initiatives. Three weeks into the fiscal year, the President has signed four continuing resolutions to give Congress more time to finish its work. In particular, Congress still has not completed an education budget. The current Republican budget plan provides:

- **No guaranteed funding for urgent school repairs, \$1.3 billion below the President's budget.** President Clinton's plan would help school districts repair roofs, heating and cooling systems, and electrical wiring. The Republican plan could deny much-needed renovations to up to 5,000 schools;
- **\$0 in new School Modernization Bonds, while the President's budget would support \$25 billion in bonds.** The Republican plan would prevent the modernization and construction of 6,000 schools;
- **\$600 million for after-school programs, \$400 million below the President's budget.** The Republican plan would deny safe extended learning environments to 1.6 million children by supporting 3,100 fewer centers in 900 fewer communities than the President's budget would;
- **No guaranteed funding for class-size reduction, \$1.75 billion below the President's budget.** The Republican plan fails to ensure that school districts can hire 20,000 new teachers and support the 29,000 teachers already hired under the Class Size Reduction initiative, potentially denying smaller classes to 2.9 million children;
- **\$473 million for the President's plan to improve teacher quality, \$527 million below the President's budget.** The Republican plan would fail to fully fund support for teacher professional development, recruitment, and rewards, and would not help ensure a qualified teacher in every classroom; and
- **\$0 for the Accountability Fund, \$250 million below the President's budget.** The Republican plan would deny resources to states and school districts to turn around low-performing schools and hold them accountable for results.

**PRESIDENT CLINTON CALLS ON CONGRESS TO GET THE JOB DONE:
PASS A BUDGET THAT MAKES CRITICAL INVESTMENTS
FOR OUR NATION'S FUTURE
October 21, 2000**

Today, in his weekly radio address, President Clinton will call on Congress to complete its work and send him a fiscally responsible budget that pays down the debt while investing in America's key priorities – especially the education of our children. The President will challenge the Republican leadership to produce a responsible budget that offers tax cuts targeted toward working families – such as our school construction initiative to help communities modernize crumbling schools – and invests in key education initiatives, such as expanding after-school programs; reducing class size, strengthening accountability for fixing failing schools; and helping put a qualified teacher in every classroom. The President also will call on the Republican leadership to act on other critical priorities before adjourning for the year – including an affordable prescription drug benefit for all Medicare beneficiaries, a meaningful Patients' Bill of Rights, a minimum wage increase, hate crimes legislation, equal pay for women, and a proposal to increase fairness in immigration laws.

MAKING CRITICAL INVESTMENTS IN EDUCATION. In February, President Clinton and Vice President Gore sent Congress a balanced and fiscally responsible budget that makes investments in key education initiatives. Three weeks into the fiscal year, the President has signed three continuing resolutions and Congress has yet to complete and send to the President 8 of 13 spending bills. In particular, Congress still has not completed an education budget, and is now neglecting America's priorities and loading spending bills with election-year, earmarked projects for special interests. The Republican budget fails to:

- **Guarantee funding for urgent school repairs.** President Clinton's plan would help school districts repair roofs, heating and cooling systems, and electrical wiring. The Republican plan cuts funding by \$1.3 billion below the President's plan, and could deny much-needed renovations to up to 5,000 schools.
- **Fund new School Modernization Bonds.** The Republican plan would ^{not help communities} prevent the modernization and construction of 6,000 schools, while the President's budget would support \$25 billion in bonds.
- **Adequately expand after-school programs.** The President's budget would ^{in additional communities} provide 3,100 ^{more} safe extended learning environments in 900 ^{more} communities ^{more than} than the Republican plan, which ^{smaller} denies access to ^{safe extended learning centers} such centers to 1.6 million children. ^{1.6 million children}
- **Secure funding for class-size reduction.** The Republican plan falls \$1.75 billion short to ensure that school districts can hire 20,000 new teachers and support the 29,000 teachers already hired under the Class Size Reduction initiative, potentially denying smaller classes to 2.9 million children.
- **Provide resources to improve teacher quality.** The Republican plan, which provides \$527 million less than the President's proposal, fails to fully support teacher professional development, recruitment, and rewards, and does not help ensure a qualified teacher in every classroom.
- **Help turn around failing schools.** The Republican plan denies funding for the Accountability Fund – \$250 million below the President's budget – which in turn denies resources to states and school districts to turn around low-performing schools and hold them accountable for results.

CALLING ON CONGRESS TO FOCUS ON AMERICA'S PRIORITIES. While the President's budget puts money into our nation's future, the Republican plan focuses on ways to spend it. The Republican leadership has proposed a budget that threatens our nation's well-being by failing to pass targeted tax cuts for working families, an affordable prescription drug benefit for all Medicare beneficiaries, a meaningful Patients' Bill of Rights, hate crimes legislation, equal pay legislation, and a reform of our immigration laws. Congress also has made virtually no progress toward passing a minimum wage increase, despite a commitment from Speaker Hastert to do so. President Clinton will call on Congress to finish this year's work this year and secure investments in America's priorities before returning to their districts to campaign for re-election.

1 DRAFT 10/20 2:45 p.m.

2 Provided further, That \$1,300,000,000 shall be available, notwithstanding any other
3 provision of law, for grants for school renovation in accordance with section 307 of this
4 Act;

5
6 "SEC 307. (a)(1) RENOVATION GRANTS TO NATIVE AMERICAN
7 SCHOOLS AND STATE EDUCATIONAL AGENCIES. The Secretary of Education
8 shall carry out a program of grants for school renovation by providing, from amounts
9 appropriated to carry out this section for a fiscal year--

10 "(A) \$75,000,000 for school renovation and construction grants to
11 impacted local educational agencies in accordance with paragraph (2);

12 "(B) one-fourth of one percent of the amount so appropriated for
13 grants to the outlying areas for school repair and renovation activities in high-need
14 schools and communities, allocated on such basis, and subject to such terms and
15 conditions, as the Secretary determines appropriate; and

16 "(C) subject to subsection (e), the remainder of such amount shall
17 be allocated to the State entities responsible for the financing of education facilities
18 (hereinafter in this section referred to as the 'State entity'), in proportion to the amount
19 each State received under part A of title I of the Elementary and Secondary Education
20 Act of 1965 for the preceding year, to enable them to award renovation grants in
21 accordance with subsection (b).

22 "(2) DETERMINATION OF GRANT AMOUNT FOR NATIVE
23 AMERICAN SCHOOLS. (A) DETERMINATION OF WEIGHTED STUDENT
24 UNITS. For purposes of computing the grant amounts under paragraph (1)(A) for any

1 fiscal year, the Secretary shall determine the results obtained by the computation made
2 under section 8003 of the Elementary and Secondary Education Act of 1965 with respect
3 to children described in section 8003(a)(1)(C) and computed under section 8003(a)(2)(B)
4 for such year—

5 "(i) for each impacted local educational agency that receives funds under this section;
6 and

7 "(ii) for all such agencies in the aggregate.

8 "(B) COMPUTATION OF PAYMENT. For any fiscal year, the
9 Secretary shall calculate the amount of a grant to an impacted local educational agency
10 under this section by—

11 "(i) dividing the amount reserved under paragraph (1)(A)
12 for such fiscal year by the results of the computation described in subparagraph (A)(ii);
13 and

14 "(ii) multiplying the number derived under clause (i) by
15 the results of the computation described in subparagraph (A)(i) for such agency.

16 "(b) STATE ENTITY REQUIREMENTS.--(1) ADMINISTRATIVE COSTS .

17 Each State entity may reserve not more than 1 percent of its allocation under subsection
18 (a)(1)(C) for the costs of administering funds distributed under this section.

19 "(2) TYPES OF ASSISTANCE TO LOCAL EDUCATIONAL
20 AGENCIES. A State entity may provide assistance from its allocation under subsection
21 (a)(1)(C) on a competitive basis to local educational agencies in the form of grants
22 (including matching grants) or loans for the school renovation purposes described in
23 subsection (c).

1 "(3) CRITERIA. In determining which local educational agencies to
2 assist under this subsection, the State entity shall consider, for each applicant—

3 "(A) the percentage of the local educational agency's attendance
4 that is comprised of children from low-income families;

5 "(B) the applicant's need for school renovations, as demonstrated
6 by the condition of its public school facilities;

7 "(C) the fiscal capacity of the applicant to meet its needs for
8 renovation of public school facilities without assistance under this section, including its
9 ability to raise funds through the use of local bonding capacity and otherwise;

10 "(D) in the case of an applicant that proposes to fund a project for
11 a charter school or schools, the extent to which the school or schools have access to
12 funding for capital needs, and the educational and financial stability of the school or
13 schools; and

14 "(E) the likelihood that the applicant will maintain, in good
15 condition, any facility whose renovation is assisted under this section.

16 "(4) FEDERAL SHARE. (A) IN GENERAL. The Federal share of the
17 cost of each project assisted through a State entity's allocation under subsection (a)(1)(C)
18 shall be determined based on the percentage of the local educational agency's attendance
19 that is comprised of children 5 to 17 years of age, inclusive, who are from families with
20 incomes below the poverty line (as defined by the Office of Management and Budget and
21 revised annually in accordance with section 673(2) of the Community Services Block
22 Grant Act (42 U.S.C. 9902(2)) applicable to a family of the size involved for the most
23 recent fiscal year for which data satisfactory to the Secretary are available:

1	<u>If the percentage is:</u>	<u>Then the Federal share shall be:</u>
2	40% or greater	100%
3	30-39.99%	80%
4	20-29.99%	70%
5	10-19.99%	60%
6	less than 10%	50%

7 "(B) WAIVER. The Secretary may waive all or part of the non-
8 Federal share determined in accordance with subparagraph (A) if the State entity
9 demonstrates to the satisfaction of the Secretary that providing that non-Federal share
10 would be an extreme hardship for a particular local educational agency.

11 "(5) STATE ENTITY APPLICATION. (A) THREE-YEAR
12 APPLICATIONS. In order to receive a grant under this section from funds allocated
13 under subsection (a)(1)(C), each State entity shall submit to the Secretary a three-year
14 application, which shall—

15 "(i) describe the types of financial assistance that the State
16 entity will make to local educational agencies using funds from the State entity's
17 allocation;

18 "(ii) describe the methods that the State entity will use in
19 determining which local educational agencies will receive assistance, and how much and
20 what types of assistance they will receive, including a description of how the State entity
21 will apply the criteria set forth in paragraph (3);

22 "(iii) include an assurance that the State entity will provide
23 funds or other assistance to a local educational agency only if the State finds that the
24 projects assisted will be carried out in an economical manner;

25 "(iv) describe how the State entity will ensure that the local
26 educational agencies in the State with a rate of child poverty of at least 30 percent, or at

1 least 10,000 poor children (including local educational agencies assisted under subsection
2 (a)(2)(A)), unless the State entity describes in its application how such local educational
3 agencies are otherwise being adequately served) will receive, in the aggregate, at least an
4 amount from the State entity's allocation which bears the same relationship to the amount
5 made available under subsection (a)(2)(C) as the amount such local educational agencies
6 received under part A of title I of the Elementary and Secondary Education Act of 1965
7 for the previous year bears to the amount received for such year under such part by all
8 local educational agencies in the State;

9 "(v) describe actions that the State has taken, or will take,
10 to ensure that charter schools within the State receive the funding they need to provide
11 adequate public school facilities, including, if applicable, how the State will use funding
12 under this section to meet that objective; and

13 "(vi) describe how the State entity will ensure that the
14 funds it and its local educational agencies receive under this section, and any funds used
15 to match those funds, will be used only to supplement the amount of funds that they
16 would have used for school renovation in the absence of those funds.

17 "(B) APPROVAL OF APPLICATIONS. The Secretary shall
18 approve a State entity's application for funds allocated under subsection (a)(1)(C) if the
19 Secretary determines that it meets the requirements of this section and is of sufficient
20 quality to demonstrate that the State entity will successfully carry out the requirements of
21 this section.

1 "(C) DISAPPROVAL OF APPLICATIONS. The Secretary shall
2 not disapprove a State entity's application under this subsection, except after giving the
3 State entity notice and an opportunity for a hearing.

4 "(c) AUTHORIZED ACTIVITIES BY LOCAL EDUCATIONAL AGENCIES.--

5 (1) [Except as provided in paragraph (3),] A local educational agency receiving
6 assistance from funds allocated under subsection (a)(1)(C) may use such assistance only
7 for one or more of the following activities with respect to one or more public school
8 facilities:

9 "(A) Making emergency renovations to the school facilities to
10 ensure the health or safety of the students and staff, including--

11 "(i) repairing or replacing roofs, electrical wiring, or
12 plumbing;

13 "(ii) repairing, replacing, or installing heating, ventilation,
14 or air conditioning systems;

15 "(iii) undertaking asbestos removal or abatement;

16 "(iv) bringing schools into compliance with fire and safety
17 codes; and

18 "(v) making such other renovations as the State entity may
19 reasonably determine are needed to carry out the purpose of this subparagraph.

20 "(B) Ensuring that renovations assisted under this section comply
21 with the requirements of section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794)
22 and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) relating to the
23 accessibility of public school programs to individuals with disabilities.

1 "(C) Renovation and start-up needs related to the building
2 infrastructure of a charter school.

3 "(2) No funds received under this section may be used for—

4 "(A) payment of maintenance costs in connection with any
5 projects constructed in whole or in part with Federal funds provided under this section;

6 "(B) the construction of new facilities, except for facilities for an
7 impacted local educational agency under subsection (a)(1)(A); or

8 "(C) stadiums or other facilities primarily used for athletic
9 contests or exhibitions, or other events for which admission is charged to the general
10 public.

11 "(3) **[TO BE ADDED]**

12 "(4) Each local educational agency seeking to receive assistance under
13 this section shall provide parents, educators and other interested members of the
14 community the opportunity to participate in developing the possible uses of such funds
15 for renovation that the agency will include in its application to the State entity.

16 "(d) REPORTING. The Secretary shall require recipients of grants under this
17 section to submit progress reports and such other information as the Secretary determines
18 necessary to ensure compliance with this section and to evaluate its impact. Such
19 progress reports shall—

20 "(A) describe the grantee's implementation of this section,
21 including how the grantee has met the applicable requirements of this section; and

1 "(B) identify the specific school facilities renovated using
2 assistance provided under this section, and type of assistance provided to finance those
3 renovations.

4 "(e) REALLOCATION.--(1) If any State entity does not apply for an allocation
5 of funds made available under subsection (a)(1)(C) for any fiscal year, or does not use its
6 entire allocation for any fiscal year, the Secretary shall reallocate the amount of the State
7 entity's allocation, or the remainder thereof, as the case may be, to the remaining State
8 entities in accordance with that subsection.

9 "(2) Notwithstanding any other provision of law, any funds reallocated
10 under this subsection shall be available for one additional fiscal year.

11 "(f) NO FULL FAITH AND CREDIT FOR LOANS. A loan provided by a State
12 entity under this section shall not be an obligation of, or guaranteed in any respect by, the
13 United States. The full faith and credit of the United States is not pledged to the payment
14 of funds that may be required to be paid under any loan made pursuant to any provision
15 of this section.

16 "(g) TECHNICAL EMPLOYEES. For the purpose of carrying out this section,
17 the Secretary, without regard to the provisions of title 5, United States Code, governing
18 appointments in the competitive service, may appoint not more than 10 professional and
19 technical employees who may be paid without regard to the provisions of chapter 51 and
20 subchapter III of chapter 53 of that title relating to classification and General Schedule
21 pay rates. Nothing in this subsection shall be construed as altering any personnel ceilings
22 otherwise applicable, or funds for salaries and expenses otherwise available, to the
23 Department of Education for any fiscal year.

1 "(h) DEFINITIONS. As used in this section, the following terms have the
2 following meanings:

3 "(1) The term 'charter school' has the meaning given that term in section
4 10310(1) of the Elementary and Secondary Education Act of 1965.

5 "(2) The term 'impacted local educational agency' means, for any fiscal
6 year, a local educational agency—

7 "(A) that receives a basic support payment under section 8003(b)
8 of that Act for that fiscal year; and

9 "(B) in which the number of children determined under section
10 8003(a)(1)(C) of that Act constituted at least 50 percent of the total student enrollment
11 who were in average daily attendance in the schools of that agency for the preceding
12 school year.

13 "(2) The term 'Indian lands' has the meaning given that term in section
14 8013(7) of such Act.

15 "(3) The term 'local educational agency' has the meaning given that term
16 in subparagraphs (A) and (B) of section 14101(18) of such Act.

17 "(4) The term 'outlying area' has the meaning given that term in section
18 14101(21) of such Act.

19 "(5) The term 'public school facility' means a public school building
20 whose purpose is the instruction of public elementary or secondary students and minimal
21 equipment, machinery, and utilities necessary or appropriate for that purpose. The term
22 excludes athletic stadiums or any other structure or facility intended primarily for athletic

1 exhibitions, contests, games, or events for which admission is charged to the general
2 public.

3 "(6) The term 'renovation' means the repair or renovation of an existing
4 public school facility without increasing its size.

5 "(7) The term 'State' means each of the 50 States, the District of
6 Columbia, and the Commonwealth of Puerto Rico.

7 "(i) AUTHORIZATION OF APPROPRIATIONS. For the purpose of carrying
8 out this section, there are authorized to be appropriated \$1,300,000,000 for fiscal
9 year 2001 and such sums as may be necessary for each of the following four fiscal
10 years."

November 20, 2000

Professor Alan B. Krueger
Bendheim Professor of Economics
and Public Affairs
Industrial Relations Section
Princeton University
Firestone Library
Princeton, New Jersey 08544-2098

Dear Alan:

Thank you very much for the copies of the articles you wrote for *The New York Times*, which Doug Band passed along to me.

As you know, I have made improving education and strengthening job training top priorities throughout my Administration, and I appreciate knowing your thoughts on the importance of the Job Corps and closing the achievement gap. I particularly enjoyed learning about your proposal to create summer opportunity scholarships, and I've forwarded your articles to members of my staff for further consideration.

It was good seeing you, and I'm glad you followed up on our conversation. Best wishes.

Sincerely,

BILL CLINTON

BC/CKS/JHO/DC/ws-efr (Corres. #7332163)
(11.krueger.ab)

cc: John Wertman, 97 OEOB

cc: w/copy of incmg to Kendra Brooks, 217 OEOB

Princeton University

Alan B. Krueger
Bendheim Professor of
Economics and Public Affairs

Industrial Relations Section
Firestone Library
Princeton, New Jersey 08544-2098
Phone: (609) 258-4046
Fax: (609) 258-2907

THE PRESIDENT'S COUNCIL ON COMPETITIVENESS

9-5-00

① Doty
② Podesta - what are you thinking
at Sunday School?
ask him?
- cc Riley

August 25, 2000

Mr. Douglas Band
The President's Aide
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

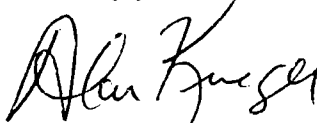
Copied
Reed
Sec Riley
Podesta
Cohen (original)

Dear Mr. Band:

When he was in Princeton on behalf of Rush Holt earlier this week, President Clinton asked me to send him via you the enclosed articles I wrote for the *New York Times*. I would appreciate it if you could pass them along to the President.

With best wishes.

Sincerely yours,



Alan B. Krueger
Professor

Enc.

9-5-00

After you have
seen, we will send
to Delia Cohen -

Handled
DC
9/8

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Economic Scene | Alan B. Krueger

Vouchers for summer school could help halt the learning slide.

A Gallup poll taken in July discovered the obvious: the Harry Potter books are being read by everyone this summer. Well, almost everyone. Children in low-income families are much less likely to read Harry than their counterparts in middle- and upper-income families.

This finding will not surprise education experts or teachers, who have known for decades that economically disadvantaged children fall behind during the summer months compared with their peers. The problem is that children from low-income families are less likely to read Harry Potter or much else during the summer, which causes their skills to atrophy when school is out of session.

What might be called the "Harry Potter divide" — the depressed level of academic engagement in poor households when school is out — is responsible for a major portion of the gap in achievement between low- and high-income students.

The achievement gap has important economic consequences. Several studies indicate that students who score one standard deviation higher on math and reading tests

This column appears here every Thursday. Alan B. Krueger is the Bendheim Professor of Economics and Public Affairs at Princeton University and editor of The Journal of Economic Perspectives. Four economic analysts — Professor Krueger, Hal R. Varian, Jeff Madrick and Virginia Postrel — rotate as contributors.

— comparing those at the 15th percentile to those at the 50th percentile, say — earn, on average, 15 to 20 percent more a year as adults. And a new study by Christopher Jencks of Harvard University and Meredith Phillips of the University of California at Los Angeles found that high school is not too late to make a difference: those whose math test scores increased between 10th and 12th grade achieved higher incomes later in life compared with those who started at the same level but did not raise their scores.

Clearly, raising achievement pays off, and it pays off more today than in the past because the information age has increased the demand for skilled workers.

Labor force projections, however, indicate a slowdown in the growth of skilled workers in the next two decades, so the achievement gap between lower-income students and their counterparts from more affluent families could crimp the expansion of the economy. In my view, the summer learning deficit is much more worrisome for economic growth than the trade deficit.

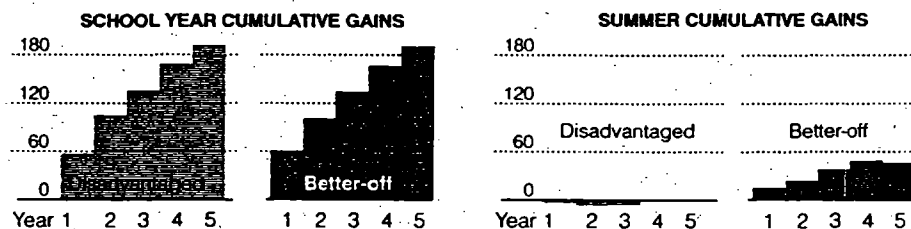
The latest and probably best research on the summer learning gap is in a 1997 book, "Children, Schools and Inequality" (Westview Press) by Doris Entwisle, Karl Alexander and Linda Olson of Johns Hopkins University. The three sociologists have been studying a random sample of 800 Baltimore public school students since they entered first grade in 1982. At the beginning and end of each school year, students took the California Achievement Test.

The researchers examined gains and losses in test scores over the school year and summer break. Students were classified into groups based on their parents' socioeconomic status, which depended on education, occupation and income.

Remarkably, children from families of high and low socioeconomic status made

How They Spent Their Summer Vacations

During the school year, children from economically disadvantaged (■) and better-off families (□) saw almost the same improvement in their reading scores.* But over the summer, the skills of only the better-off children kept improving.



*Cumulative gains on California Achievement Test in reading over elementary school years and summers. Sample consists of Baltimore public school students who entered first grade in 1982. Test "scale scores" are calibrated to measure growth over a student's 12-year school career.

Source: Doris Entwisle, Kurt Alexander, and Linda Olson, "Children, Schools and Inequality"

The New York Times

equivalent gains on math and reading exams during the school year. But the achievement level of children from low-income families either fell or stagnated during the summer, while children from higher income families continued to make progress.

The entire achievement gap between children from low- and high-income families arises from periods when school is out and the period before children enroll in school. This pattern, which also holds in other studies, suggests public schools are doing more to help poor children overcome the obstacles they face in their homes and neighborhoods than is commonly appreciated.

While Republicans and Democrats spar over using vouchers to reform public schools, a potential solution to the achievement gap has been overlooked. Why not give low-income parents a scholarship, or vouch-

er, to send their children to some type of a summer learning program?

The idea of school vouchers, which is frequently attributed to Milton Friedman but dates back at least to Thomas Paine, has become "radioactive" among Democrats, as Jonathan Orzsag, a former official for President Clinton's National Economic Council, put it. So call this something else, such as Summer Opportunity Scholarships — S.O.S. for short.

Only 9 percent of students in the United States attend summer school. Unlike other voucher programs, summer school scholarships would supplement, rather than substitute for, the traditional public school system.

The 180-day school year in the United States — a legacy of a bygone era when children were needed to work the farm in

the summer — is short by international standards. By the end of high school, children in Japan, for example, have had the equivalent of four more years of schooling than American children. Although it would be desirable to use the 180-day school year more constructively, one thing is clear: more time on task helps students learn.

Summer school bolsters achievement if it is focused on specific academic goals, said Harris Cooper of the University of Missouri. Professor Cooper, who just published a review of 93 evaluations of separate summer school programs, said the effect of summer school on student achievement was "clearly positive" when performance was compared either with participants' pre-summer scores or with a randomly selected control group of nonparticipants.

But summer school runs into a roadblock. Many families and teachers do not want to be in school year round. Mandated summer school attendance also carries a stigma, and such programs typically cater to older children who are already far behind.

Summer scholarships offer a solution. Families could be given a refundable tax credit or cash grant if they sent their children to a competent academic enrichment program during the summer. A range of options already exist, including public school-sponsored summer schools, private tutoring organizations like the Sylvan and Kumon learning centers, and education-oriented camps.

Too many children are forced to endure summers like the mythical Harry Potter of Privet Drive. No books, no trips, no visits to the library; only a television and loyal owl for company. Giving low-income families scholarships to send their children to summer enrichment programs could help narrow the achievement gap and better prepare the work force of tomorrow.

Economic Scene | Alan B. Krueger

A study backs up what George Foreman already said: the Job Corps works.

WHEN the Job Corps, an original antipoverty program from Lyndon Johnson's Great Society, was on the ropes and facing deep budget cuts in the mid-1990's, George Foreman came to its defense. "Job Corps took me from the mean streets and out of a nightmare lifestyle into a mode where the most incredible of dreams came true," Mr. Foreman, the two-time heavyweight boxing champion, said.

More scientific evidence is in a study by Mathematica Policy Research quietly released last week. The study finds that the Job Corps measurably improves the education and job prospects of disadvantaged youth. It also offers clues as to why.

The Job Corps is the most intensive and expensive of the dwindling number of government programs for disadvantaged youth. The \$1.3 billion cost last year amounts to about \$20,000 for each participant. Although critics mistakenly argue that the Job Corps is as expensive as a year at Harvard — ignoring the public subsidy and endowment spending that raise Harvard's true costs for each student well above \$50,000 a year — the costs are high.

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The stakes are also high. Each year, the program serves more than 60,000 mostly poor, urban high school dropouts who are 16 to 24 years old. A third of the male participants had been arrested at least once before joining the program; two-thirds of all participants had never held a full-time job. If the Job Corps does not improve the prospects of disadvantaged youths, then less-intensive programs are unlikely to help either.

The Job Corps is expensive because 90 percent of students are sent from their neighborhoods to one of 116 residential campuses in 46 states. There they stay for about eight months of academic education, vocational training, counseling, health education and job placement assistance. Students train for jobs in the new and old economy, from Jiffy Lube to Cisco Systems.

Mathematica's "National Job Corps Study" (www.ttrc.doleta.gov/opr/FULLTEXT/jobcorps/Outcomes/), financed by the Labor Department, presents initial results of the most scientifically rigorous evaluation of the program ever done. Researchers followed 9,409 applicants to the Job Corps between November 1994 and December 1995 who were randomly selected for the program, and another 6,000 applicants who were randomly assigned to a control group that was excluded from the Job Corps services for three years. Applicants were surveyed 12 and 30 months after they applied; almost 80 percent responded.

The study compares the self-reported employment, earnings and criminal activity of the participant and control groups in the 30 months after students applied to the program. By the last survey, participants had typically lived on their own, away from the Job Corps, for a year and a half.

The participants received about 1,000 more hours of education and job training than members of the control group. For high

Measuring the Benefits

The Job Corps, one of the few remaining government programs for disadvantaged youth, may be expensive, but a recent study suggests it is beneficial. The program takes about 60,000 high school dropouts a year from poor neighborhoods for eight months of intensive study, counseling and job placement assistance. The research compared thousands of randomly selected participants with a control group of randomly selected applicants who were excluded from the program.

	AVERAGE WEEKLY EARNINGS	PERCENT EMPLOYED	PERCENT ARRESTED	PERCENT EARNING G.E.D.	PUBLIC ASSISTANCE BENEFITS
Job Corps participants	\$184	68.0	22.0	40.0	\$2,215
Non-participants	\$166	65.2	28.1	15.9	\$2,639

Notes: Average weekly earnings and employment are for the most recent quarter; other figures are for the 30 months after applying to the Job Corps. Figures are based on a comparison of those admitted to the Job Corps and the control group, and are adjusted to take into account that 27 percent of those admitted did not participate.

Source: "National Job Corps Study: The Short-Term Impacts of Job Corps on Participants' Employment and Related Outcomes," by Peter Z. Schochet, John Burghardt and Steven Glazerman.

school dropouts, attending the Job Corps raised the percentage who earned a General Equivalency Development degree to 40 percent from 16 percent.

Two and a half years after applying to the Job Corps, the average applicant selected for the program earned 8 percent more each week than the average control group member. Because only three-quarters of the selected applicants actually attended the Job Corps, the Mathematica analysts figured that the program raised the average participant's earnings by 11 percent. This increase is about what labor economists expect for every year of schooling.

Program participants also had slightly higher employment rates, average weekly

work hours and hourly earnings. For 16- to 17-year-old males — a group whose prospects are notoriously difficult to improve with other employment training — earnings increased, according to Peter Z. Schochet, co-author of the study, by an impressive 20 percent. Extrapolating from the most recent quarter, the Job Corps appears to raise the average participant's earnings by almost \$1,000 a year, to \$9,563 from \$8,642. Participants also received about \$425 less in public assistance during the study period.

A striking finding is that participants were about 20 percent less likely to be arrested, charged or convicted of a crime, and if convicted, they served less jail time.

Except for women with children, students

slotted for a nonresidential Job Corps program had no statistical improvement relative to comparable control group members. Evidently, by sending young people to residential campuses, the program overcomes the distraction of gangs, drugs and poverty that plague their normal neighborhoods.

Some social scientists, like Lisbeth Schorr of Harvard, have argued that complex, multipronged social interventions cannot be evaluated with scientific treatment and control methods. The National Job Corps Study proves them wrong. Orley Ashenfelter, a Princeton economist, commented that the methods used in the study have made labor economics a "powerful science."

Mathematica will wait to complete a 48-month follow-up survey before performing a cost-benefit analysis of the Job Corps next year. Nonetheless, the short-term results are similar to those found in an earlier evaluation of the program by Charles Mallar, then at Mathematica. That study, conducted in 1982 without the benefit of random assignment, concluded that every dollar spent on the Job Corps returned more than a dollar in benefits for society.

Had the new study shown the Job Corps to be a bust, the program surely would be on the ropes again. Instead, the program works for the same reasons it helped George Foreman: it takes troubled youth out of "the mean streets" and places them in a safe, constructive and disciplined environment where they learn employment and social skills.

Yet the number of the Job Corps slots has been stable for decades, while the number of disadvantaged youth has exploded. President Clinton's latest budget proposal requests only a small increase. Why not set a loftier goal? Why shouldn't the Job Corps be able to accommodate every eligible youngster in the country?