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**BRIEF ON THE DISTRICT OF COLUMBIA
PUBLIC SCHOOLS**

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Education Reform Efforts in the District of Columbia

GOVERNANCE ISSUES

In the Fall of 1996, the District of Columbia Financial Responsibility and Management Assistance Authority (the Control Board), created by Congress in 1995 to oversee municipal spending and operations, declared a state of emergency in the DC public schools (DCPS). Retired Army General Julius W. Becton, Jr. became the new Superintendent in November 1996. In April 1998, he resigned sooner than originally planned amid growing criticism of his 17-month tenure. Almost immediately, the Control Board named newly-arrived Deputy Superintendent/Chief Academic Officer, Arlene Ackerman, as his successor. Superintendent Ackerman had previously served as Deputy Superintendent in Seattle. She had been hired in September 1997 with the expectation that she would assume the Superintendent's position in June 2000, when General Becton's term ended.

Superintendent Ackerman is now the chief decision maker for the DC public schools. She has said that accountability will be the hallmark of her administration. She is saddled, however, with an unforgivably convoluted governance structure. The players and their roles in the school system include:

The United States Congress: With constitutional authority over the district, it has final say over the school budget.

The District of Columbia Financial Responsibility and Management Assistance Authority: This five member panel appointed by the President has broad powers over the city's public schools.

The District of Columbia Emergency Transitional Education Board of Trustees: This nine member, unpaid board of trustees, created in April 1996 by the control board, oversees the day-to-day operations of the school system. It will expire in June 2000 unless the control board prolongs its life. In January 1998, a federal court ruled that the Control Board had exceeded its authority in delegating its power to the Trustees. The court ruled that Congress had intended that the Control Board manage the schools directly, and that it could not cede that authority to another body. The Control Board responded by declaring that the Trustees would act as its "agent" in overseeing the school system, and that the Trustees' decisions would take effect unless rejected by the Control Board. The Chairman of the Trustees, Bruce MacLaury, resigned in April 1998 and has been replaced by Maudine Cooper, who heads the Washington Urban League.

The City Council and the Mayor: Under the law that created the Control Board, these municipal officials can veto line items in the school budget before it is submitted to the control board; however, the control board can overrule them.

The District of Columbia Board of Education: Although the DC Board of Education retained its authority as a chartering agency for DC public charter schools, the Control Board temporarily stripped this elected 11-member body of its other powers, making it an advisory board. Under the new governing structure, the Board of Education can review and make recommendations on a wide variety of educational issues but has no binding authority.

PROCUREMENT AND FINANCIAL TROUBLES

The Control Board decided to significantly increase the school system's local budget from an initial \$460 million to about \$581 million for FY99, a proposal which was challenged by some officials questioning whether the system can spend the additional funds effectively.

You should note that in April 1998, the Control Board announced that the school system would have to layoff employees in order to close a projected FY 1998 operating deficit of \$62 million. Although the city government will contribute approximately half the funds needed, in order to help close the deficit the Superintendent has been laying off several hundred administrators and other non-instructional staff now amounting to over 500 people.

IMPROVING ACADEMIC ACHIEVEMENT FOR ALL CHILDREN

Standards and Accountability for Students

Improving academic achievement for all children is Superintendent Ackerman's number one goal. New challenging academic standards have been put in place. During the 1997-98 school year, the district implemented new content standards in reading/language arts and math. The standards are aligned with national standards in these subject areas, and the Stanford-9 was selected because it is aligned with these standards. New content standards in science, social studies, art, health, and world languages are being phased in gradually. More than 250 teachers have undergone training to help them translate the standards into effective instructional strategies.

Research-Based Reform Models

Outside experts are currently providing the 23 most needy elementary schools -- schools with students performing far below the expected level of achievement -- additional help with extra one-on-one tutoring and with carrying out innovative research-based intervention strategies. These 23 schools are using three different models, the first of which has been supported by Department research funds:

- Temple University's model: Community for Learning/Whole-School Reform model (in 6 schools)
- Johns Hopkins University's: Success for All model (in 8 schools)
- National Institutes of Health research project--Early Intervention for Children with Reading Problems (in 9 schools)

Superintendent Ackerman hopes to expand the use of comprehensive whole-school reform models. The Administration's FY 99 budget includes a request for \$20 million, in part, to fund this reform.

Curbing Social Promotions

Superintendent Ackerman has placed a high priority on eliminating social promotions. The school system will rely heavily, but not exclusively, on the district's new achievement test, the Stanford-9, and additional indicators of student performance to determine whether or not a student is retained in grade. According to guidelines issued, students who score below 75 percent of the basic level in both reading and math on the Stanford-9 should be retained. Students who are retained will have access to supplementary assistance, including before- and after-school tutoring, the district's expanded summer school program, and assistance from reading resource teachers during the following school year.

Additional Learning Opportunities for Students

Summer STARS

Superintendent Ackerman has instituted Summer STARS (Students and Teachers Achieving Results and Success), a massive, six-week summer school program open to all DCPS students, but primarily to provide additional learning opportunities for students who perform poorly on the Stanford-9. (See, Attachment A - Spring 1997 and 1998 test scores.) The Summer STARS program will run every day of the week from 8:30 am until 12:30 pm. The curriculum consists of two hours of reading and two hours of math instruction in classrooms with just 15 students. Every Friday afternoon, the program will provide enrichment activities for all students, including trips to the Smithsonian Museums and parks. In this its first year, the district expects 20,000 students to attend Summer STARS.

The Administration has provided unprecedented additional financial support to the DC school system. Recently, we provided them \$5 million to help fund the Summer STARS program this summer. Families do not have to pay to enroll their children in the summer program.

Support During the School Year

Students in every elementary classroom are learning literacy skills for at least 90 minutes a day and math for at least 60 minutes. The vast majority of schools have also established Saturday Academies and before-and-after school programs for students needing extra help. The Everybody Reads literacy campaign is recruiting adults from throughout the city to tutor second-graders in reading and is working closely with other tutoring programs such as Everybody Wins and DC Reads, a literacy program modeled after the Administration's America Reads Challenge.

Accountability

New, more detailed report cards are being piloted for elementary school students which include input from teachers, principals and parents to help show which academic standards each student has met and which areas need work. Additionally, school-by-school report cards are being developed to include information on student achievement, student attendance, secondary school dropout rates, staff, parent and student satisfaction, school leadership and market share. Schools will be measured against the District's standards and their own performance.

Plans are for evaluations of principals and the superintendent to be based on student achievement. Superintendent Ackerman has started a new process to evaluate principals. Under the district's new accountability system, all principals work under one-year contracts. The superintendent plans to evaluate their performance based on several factors, with student achievement on the Stanford-9 being of greatest importance. Evaluations will be based on the following: academic performance, school climate, parent and community involvement, human resources management, fiscal resource management and leadership. These will be an early indication of whether Superintendent Ackerman will fulfill her promise to remove the poor-performing principals.

Annual evaluations of the superintendent are also linked to student achievement. A new teacher evaluation system, which the district hopes to have in place by the 1998-99 school year, will also be based largely on improved student achievement.

SPECIAL EDUCATION

The Mills court order requires that the DC school system act within 50 days to evaluate and place students who are in need of special education. This order requires a much faster response than the current national average of 120 days. Although special education students represent approximately 10% of DCPS' enrollment, the costs of special education and related services constitute approximately 20% of DCPS' local budget.

DCPS lacks sufficient numbers of personnel and available programs to meet the needs of students with disabilities. Some students are sent to distant states (as far away as Vermont and California) to participate in programs at a cost that exceeds \$100,000 a year per child. Thousands of DC students in need of special education services do not get these services in as timely a manner as mandated by the Mills court order. Thousands of students have been referred for special education but awaited completion of an initial assessment, while thousands of other students with disabilities will not have been re-evaluated for more than 36 months following their initial or most previous reevaluation. Once students are evaluated, DCPS is not providing related services in accordance with students' IEPs. Once hearing decisions are issued, they are not being fully implemented within the time frame set out by the hearing determination.

FACILITIES

In 1994, Parents United for DC Public Schools, an education advocacy group, filed a law suit over fire code violations. While the problem of crumbling school buildings has not yet been solved, the facilities issue is no longer complicated by involvement with the judicial system. Last November, the law suit was settled.

Prior to his departure, General Becton entered into an agreement with the Army Corps of Engineers to oversee DCPS' facilities improvement program. The Memorandum of Agreement (MOA) governs facility assessment, renovation, restoration, and operation and maintenance of facilities.

The Army expressed overall satisfaction with the partnership, with the exception that it would like the authority to treat DC Public Schools in the same way it treats any other federal entity so that it can manage the contracting through the entire process, and that it would like direct funding from Congress for its work for DC Public Schools.

The Army is establishing its priorities with two immediate goals in mind: to assure that projects which must be completed before the start of summer school are completed, and that the opening of school in the fall is not affected by the construction/ repair projects. During the 1997-98 school year, DC Public Schools operated 146 school buildings. The Army is also helping develop DCPS' long-range facilities master plan, taking into account both the academic program and the long-range demographic projections.

A Congressional/Federal Workgroup headed by Senator Jeffords is trying to come up with a way to cover the significant costs of the program. Jack Lew is the Administration's representative on the workgroup.

CHARTER SCHOOLS IN THE DISTRICT OF COLUMBIA

In April 1996, Congress authorized charter schools in DC and in August the DC Board of Education approved five schools. Three were operating during the 1997-98 school year.

DC is projected to have eighteen new charter schools by September 1998. In the 1997-98 school year, 250 students were enrolled in charter schools, while in the 1998-99 school year, approximately 5,000 students are expected to enroll in charter schools.

Like other states, DC has multiple chartering boards: the DC Public Charter School Board and the Elected School Board / Board of Education. The boards' responsibilities include reviewing applications to develop public charter schools; establishing criteria for evaluating charter school applications; awarding or denying requests for new charters; providing technical assistance; monitoring the operations of public charter schools, as well as the progress of students in those schools; and renewing or revoking charters of schools. At present, each board has the authority

to charter 10 new schools each year.

Lack of Uniformity in the Selection Criteria and Review Procedures

A discrepancy currently exists between the number of charters approved by the DC Public Charter School Board (10 of the 26 applications) and those approved by the Board of Education (all nine of their applicants were approved). This implies a disparity between the selection criteria and review procedures of the two boards.

Funding to Support Chartering Boards and Charter Schools

The two boards differ in the financial support they receive. To perform mandated functions, the DC Charter School Board received funds from Congress, while the Board of Education receives its funding from the Emergency Trustees. The two boards recently began to host joint activities to support public charter schools in selected areas and to share information about DC Public School resources. Recently DC Public Schools and the U.S. Department of Education also jointly hosted a conference to inform prospective and current charter school representatives about their eligibility for funding and how to gain access to these funds.

As a general rule, public charter schools are entitled to the same federal financial assistance as traditional public schools. Charter schools in DC, particularly first-year charter schools, may not have access to the same resources as the traditional public schools when funding decisions are based on prior-year student enrollment figures. Regarding city financed support for charter schools, a per-pupil funding formula was approved by the DC Council. This is the same per-pupil funding formula that is used to fund students in the traditional public school system. However, charter schools do not have equal access to DCPS' facilities since currently all buildings are under the control of the DC Public Schools which set policies under which charter schools can access facilities through purchase, lease or other arrangements.

Proliferation of DC Charter Schools and Potential for Inequity

Concern has been raised about the potential consequences of the creation of 20 new charter schools in DC each year. The burgeoning number of charter schools could result in a depletion of already limited resources or the removal of the top students and resources from currently existing public schools. Additionally, as the number of schools increase, chartering authorities may not have the resources to adequately monitor schools.

Others indicate the positive results of increased school choice, although the DC Public Schools currently do not have a systematic way of disseminating information to parents about DC public charter schools and programs they provide. Without a system in place to make this information equally available to all, DC charter schools will not be truly accessible and viable alternatives in public school choice.

Concerns Regarding Superintendents' Authority Over Charter Schools:

- In general, chief state school officers do not have strong authority over charter schools. Charter granting and revocation decisions are made by local school boards, not by superintendents, with the exception of New Jersey.
- No state currently has a provision for giving the superintendent authority to review the other entities' charter granting criteria and procedures.
- Chief state school officers in support of charter schools work with the media and with the districts to build support for the charter schools, and they ensure that their charter school offices have the support and resources to get the job done.

Potential Legislative and Other Actions to Support DC Charter Schools

- To respond to the lack of uniformity in selection criteria and review procedures, legislative initiatives could be proposed to mandate standardized criteria and the appointment of a clear, single authority to ensure equity in review of charter school petitions and other actions.
- To respond to the issue of possible access inequality, a piece of legislation could be proposed that would place responsibility for dissemination of information in one entity.
- Superintendent Ackerman could take steps to advocate for charters and ensure that there is adequate DCPS staff working in support of charter schools.

**THE U.S. DEPARTMENT OF EDUCATION'S
DC PUBLIC SCHOOLS INITIATIVE
May 1998 - Status Report**

The Department's DC Public Schools Initiative is intended to help the District's public school system implements **system-wide and school-based academic and management reforms** to improve the quality of education through, providing resources and sharing expertise in such areas as curriculum and instruction, assessment, accountability, education research, school governance, education technology, adult education, and parent and community involvement.

CURRENT ACTIVITIES

- The Department makes available, on a continuing basis, information on promising approaches, research-based ideas, and guidance to DCPS to assist it in addressing the system-wide challenges it faces.
- The Department is working closely with the new Superintendent as she focuses on improving student achievement and failing schools. To accelerate academic reform, the Department recently granted DCPS \$5 million in FY 1998 funds from the Fund for the Improvement of Education and has requested another \$20 million for FY 1999. These funds will be used to provide academically intensive summer programs primarily for students performing below the basic level in reading and mathematics on the Stanford Achievement Test, help fund reading specialists in every school to improve student literacy skills, provide professional development for teachers and principals, and implement comprehensive whole-school reform, with an emphasis on turning around failing schools.
- The Department is providing assistance to the new Superintendent by helping to develop an Entry Plan for her as she assumes the Superintendency. A small number of successful urban superintendents will be selected from around the nation to advise her. The Department will help put a Transition Team in place, which will assist in critical positions within the system, identify areas for reform, and shape a reform strategy.
- The Department continues to work to ensure that all education programs are effective and that Federal (and local) funds are spent in ways that are faithful to Federal laws while strengthening the system's reform efforts and its ability to effectively participate in Federal grant programs.

The Department recommended that DCPS hire independent auditors to conduct an internal controlled self-assessment and provide recommendations on fixing the central administrative systems, including procurement, personnel, payroll and accounting. A final report on an implementation plan and Federal grants procedures for DCPS was recently completed and the Department is now considering subsequent actions. At the same time, the District is moving toward centralizing Personnel, Financial Management Systems, Information Technology, and Procurement, and the Department is helping both DCPS and District officials by working with consultants hired by the District to inform them of Federal requirements.

The Department is providing assistance to DCPS in developing specific plans for achieving education reform, using various Federal initiatives. The following are four examples in which the Department has withheld grants until DCPS developed quality, strategic plans for use of such Federal funds:

The Department withheld FY 1997 formula **Goals 2000 - State**

Education Systemic Improvement Grant until DCPS satisfied conditions of their FY 1997 award by demonstrating progress on implementing content and performance standards, and an aligned student assessment system. Goals 2000 grants are provided to support the development and implementation of comprehensive education reform plans to improve the teaching and learning of all students, in part through the establishment of high standards with aligned assessments, curriculum, and professional development.

The Department withheld **FY 1997 and FY 1998 Technology Literacy Challenge Fund** formula grants but continued to provide significant policy and technical assistance as DCPS developed its systemic technology strategy to improve the teaching and learning of all children. The Department has not yet released FY 1998 funds. **Technology Literacy Challenge Fund** supports efforts to meet four national technology goals for schools: modern computers, high quality educational software, trained teachers, and affordable connections to the Internet. The Department continues to work towards approval of DCPS's plan for education technology; that plan must be approved by the Department for DCPS to be eligible for subsidies available to schools through the Schools and Libraries Corporation from the Universal Service Fund.

The Department recently signed a 3-year agreement to bring DCPS into compliance with Federal statute and regulations on the education of children with disabilities and is now working with DCPS on the implementation of the agreement. During negotiations, the Department withheld **FY 1997** formula grant funds available under the **Individuals with Disabilities Education Act (IDEA)**. IDEA funds are used to help provide children with disabilities free appropriate public education, including special education and related services.

The Department has been working with DCPS to rebuild its Adult Education programs and required DCPS to file an Amendment to its State Plan for Adult Education. The Department attached special conditions to DCPS's **FY 1996 and 1997 Adult Education State-Administered Basic Grant**. The special conditions are intended to track the District's progress in improving educational opportunities for adults who lack literacy skills, ensure accountability, and meet Federal grant matching requirements.

- The Department is working closely with DCPS and community and business organizations to develop a plan and a comprehensive system for students to make a smooth transition from school to work. The **School-to-Work Opportunities State Implementation Grant** is provided to states and communities for the implementation of **School-to-Work** initiatives integrating academic and vocational learning with work-based learning. The initiative is jointly administered with the US Department of Labor. To assist DCPS in developing an effective plan, Federal funds were used to secure an independent private-sector district-wide assessment of the readiness of DCPS's School-to-Work system for implementation. In May 1998, DCPS is expected to submit its application for more than \$9 million. These funds

3 - DC Public Schools Initiative

serve as 'venture capital' to allow states to build comprehensive school-to-work systems that will remain when Federal funds are phased out.

OTHER SELECTED U.S. DEPARTMENT OF EDUCATION ACCOMPLISHMENTS

- The Department funds the Laboratory for Student Success, Mid-Atlantic Regional Educational Laboratory established at Temple University to assist with comprehensive whole-school reform in six of the lowest performing elementary schools.
- The Department identified promising programs and resources to help put in place new system-wide, standards-based curricula for students.
- The Department provided guidance and advice as the system selected its academic improvement reform initiatives and strategies.
- The Department provided advice as DCPS developed an accountability system and selected assessments to measure student performance and help shape instruction to raise the academic achievement of students.
- Working in partnership with 6 local universities, the Corporation for National Service, AmeriCorps*Vista members, and community organizations, the Department guided the implementation of the DC Reads Program, a literacy program modeled after the Administration's America Reads challenge. College work-study students, Department employees, and other volunteers tutor students in 16 of the lowest performing elementary schools.
- The Department created the DC Desk, which provides employees, parents, students, and others with one-stop access to Department resources, including research, practice-based information, and technical assistance.
- The Department temporarily detailed two employees to DCPS to help with the FY 1997 Charter School Federal subgrant process.
- The Department recommended 15 persons to the Mayor as qualified to serve on the 7-member DC Public Charter School Board; subsequently, the Department transmitted the names of 3 individuals to fill an expired 1-year appointment to the Board. In its first year of operation, this Board received 26 applications to establish public charter schools and approved 10; nine will begin operations in Fall of 1998 and one will open in Fall of 1999.
- The Department provided technical assistance and resources to address the Year 2000 computer problem.
- The Department is continuing its 'Adopt A School' relationship with Amidon Elementary school.

ATTACHMENT A

**DISTRICT OF COLUMBIA PUBLIC SCHOOLS
COMPARISON OF SPRING 1997 AND 1998 STANFORD-9 TEST SCORES
IN MATHEMATICS AND READING**

**Percentage of District of Columbia Public School Students Scoring at the various levels
on the SAT-9 in Mathematics by Grade, Spring 1997 and 1998**

Grade	Below Basic		Basic		Proficient		Advanced	
	1997	1998	1997	1998	1997	1998	1997	1998
Grade 1	--	13	--	42	--	32	--	13
Grade 2	--	32	--	39	--	23	--	6
Grade 3	35	31	40	40	20	23	5	7
Grade 4	--	40	--	36	--	19	--	6
Grade 5	--	49	--	33	--	14	--	4
Grade 6	52	40	32	38	13	17	4	5
Grade 7	--	64	--	26	--	8	--	2
Grade 8	71	59	20	30	7	10	2	2
Grade 9	--	61	--	29	--	9	--	2
Grade 10	89	83	8	12	2	3	1	1
Grade 11	--	76	--	12	--	10	--	2

-- Grades were not tested in Spring 1997

**Percentage of District of Columbia Public School Students Scoring at the various levels
on the 1998 SAT-9 in Reading by Grade**

Grade	Below Basic		Basic		Proficient		Advanced	
	1997	1998	1997	1998	1997	1998	1997	1998
Grade 1	14	12	47	41	28	33	11	14
Grade 2	40	29	40	46	16	20	4	5
Grade 3	38	33	34	35	22	23	7	9
Grade 4	42	31	38	40	15	20	5	9
Grade 5	32	25	49	50	17	20	3	5
Grade 6	27	16	48	55	21	25	5	4
Grade 7	--	29	--	48	--	19	--	3
Grade 8	30	20	48	51	19	27	3	3
Grade 9	--	38	--	48	--	11	--	3
Grade 10	51	47	33	37	13	13	3	2
Grade 11	50	46	36	40	12	12	2	2

-- Grades were not tested in Spring 1997

ARLENE ACKERMAN
Superintendent
District of Columbia Public Schools

Arlene Ackerman has served in public education for 28 years. Her work experiences include classroom teacher at both the elementary and middle school levels; principal at the middle school level; Director, Upward Bound Program for first generation college-bound students; Director, Basic Skills Academy for at-risk high school youth; Assistant Superintendent, Special Services, Assistant Superintendent for Curriculum, Instruction and Academic Achievement; Deputy Superintendent/Chief Academic Officer; and currently, Superintendent. Ms. Ackerman possesses a strong leadership background with an unparalleled blend of academic credentials and professional accomplishments.

Ms. Ackerman is affiliated with such organizations as Phi Delta Kappa (Harvard University Chapter), the Association of Supervision and Curriculum Development, American Association of School Administrators, Private Industry Council (Advisory Board Member), Seattle University (Dean's Advisory Board), and Seattle Pacific University (Superintendent's Preparation Program Advisory Board).

Also, Ms. Ackerman has been honored in Who's Who in American Colleges and Universities, and has received numerous honors and awards including Uniquely University City Award for Outstanding Service, Apple for the Teacher Award (Iota Lambda Sorority), Distinguished Alumni Award (Harris Stowe Teachers College), and McDonnell Douglas Fellow (Urban Superintendents Program).

Ms. Ackerman is currently pursuing her doctoral in Administration, Planning and Social Policy through the Harvard Graduate School of Education, Urban Superintendents Program.

D.C. Schools Off to a Better Start This Year

Parents Pleased with Smooth Opening

By E. STRAUSS
Post Staff Writer

District's 146 public schools opened as scheduled yesterday, the first time in four years without more moves by Superintendent Arlene Ackerman to the troubled system. Ackerman, who visited several schools during the day, said that all repairs had been completed. School bells rang and she was delighted with the turnout she saw from teachers, students and parents. "It was the third thing we had to do to make people believe that things could be said. 'We had to raise the roof and we did, and we had a successful summer and we did. Now we've got schools on time.'"

Ackerman's superintendent has more administrative work in her push to make the system efficient and accountable. Arrillo, brought in a few months ago as personnel chief, is the new superintendent in the newly created office to oversee the system's emerging reorganization with charter schools. Of the 20 charter schools, 10 are publicly funded but operate outside the traditional bureaucracy. They are scheduled to open in the fall. Ackerman helped oversee firings



At Birney Elementary, T'Aira Phillips, 9, hugs her pal Sabrina Smith, 7, as she talks with her mother before beginning the first day of the new school year.

this summer in much of the personnel office, long considered dysfunctional. Katrina Robertson Reed, president-elect of the American Association of School Personnel Administrators and a 30-year veteran of the Minnesota school system, has been hired as associate superintendent for administrative services—a newly organized office that will handle personnel, human resources, labor relations and management information systems.

Reed, who was acting superintendent of the Minneapolis school sys-

tem for six months last year and was in charge of human resources there, recently served as an adviser to Ackerman.

In starting classes on time, Ackerman did have an advantage: There was no judge this year decreeing that repair work could not be done while classes were in session—a ruling that caused the school system to delay opening last year by three weeks.

But at several schools yesterday, there were some teacher shortages because the personnel office did

not get the paperwork processed quickly enough, sources said. And at the African-centered School Within a School, none of the 156 students showed up because parents were concerned about the safety of the former Taft Junior High School building in Northeast Washington, where the students were told to report at the last minute because their regular school building is not ready.

At many schools, though, the first day went just fine, parents and principals said. Ackerman and her staff met daily for three months to make sure the opening went smoothly. They also took the unprecedented step of having junior and senior high school students pick up class schedules in August, so instruction could begin right away yesterday.

At Malcolm X Elementary School in Southeast Washington, new Principal Vaughn Kimbrough rushed around organizing more than 700 students—most of them in uniforms—into classes. The school was visited by Cora Masters Barry, wife of Mayor Marion Barry, who urged the youngsters to study hard.

At nearby Birney Elementary School, Marquette Jenkin, 7, was downright gloomy. Asked whether he was glad to be back, the boy answered, "No." Asked why, he said sullenly, "Because."

But Michael Lynn Jackson, 10, who was hugged by Principal Yvonne Morse, said he was glad to be starting fifth grade. He was escorted to school by his mother and grandmother, the latter counseling, "Everything in life is related to math, so study hard."

SAT Scores

Average scores for 1998 graduates in public schools

	VERBAL		MATH	
	1998	Change*	1998	Change*
D.C.	410	-2	400	+1
Virginia				
Alexandria	475	-1	478	-10
Arlington	523	0	525	+4
Fairfax	540	+2	555	+5
Loudoun	523	-1	513	0
Manassas	519	+22	522	+26
Manassas Park	489	+10	471	+11
Prince William	516	+1	507	+3
Stafford	520	+2	504	+7
Maryland				
Anne Arundel	513	-1	533	+3
Calvert	524	+9	518	+4
Charles	495	-1	501	+4
Howard	535	+6	549	+4
Montgomery	537	-2	555	+2
Prince George's	446	-6	442	-1
St. Mary's	510	+1	514	+12
U.S. AVERAGE	505	0	512	+1

*Change in points from 1997

NOTE: Scores for Fauquier County and the city of Falls Church were not available.

SOURCES: College Board, school districts

Area Officials Play Down Importance of SAT Scores

PRESIDENT CLINTON'S EDUCATION AND TRAINING PRIORITIES FOR THE FALL

DRAFT

"The ultimate national security of any country rests in the strength of its own citizens. And for us, that means we have got to prove that no matter how diverse we are, we can still offer a world-class education to every single American child." -President Clinton, August 31, 1998

President Clinton is committed to helping prepare our students and our country for the 21st Century by enacting proposals to strengthen and invest in public education, expand access to higher education, and provide those who need it with the training needed to succeed in the workplace. On August 31, President Clinton participated in a roundtable discussion at Herndon Elementary School in which he discussed his education and training priorities for the remainder of this Congressional session. These priorities include:

MODERNIZING OUR SCHOOLS. President Clinton is committed to ensuring that we help prepare all students for the future, by providing them with safe, modern school buildings, small classes and access to up-to-date technology.

School Modernization Tax Credits. To help rebuild, modernize and build over 5,000 public schools, President Clinton will work with the Congress to pass Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.

Reducing Class Size. President Clinton is committed to helping local schools provide smaller classes with well-prepared teachers in the early grades. The initiative would provide \$12.4 billion over seven years to reduce class size in grades 1-3 to a nationwide average of 18 and help make sure that every child receives personal attention, gets a solid foundation for further learning, and learns to read independently and well by the end of third grade.

EDUCATION TECHNOLOGY: PREPARING FOR THE 21ST CENTURY. The Clinton Administration has made an unprecedented commitment to bringing technology into the classroom and to ensuring that all children are technologically literate by the dawn of the 21st century. The House-passed appropriations bill cuts the President's request for educational technology by \$180 million; for example, it eliminates \$75 million for technology teacher training, which would help new teachers learn to use technology effectively to strengthen instruction and enhance student learning, and it cuts \$50 million from the President's request for the Technology Literacy Challenge Fund, which would deny funding to 400 school districts to provide students and teachers with access to classroom computers, training and the latest educational software and telecommunications technology. The President will also continue to strongly oppose any effort by the Congress to repeal or delay the e-rate -- an expansion of universal service to provide discounted Internet access and telecommunications services to schools and libraries.

September 2, 1998 (9:06am)

National School Modernization Day
Events with Administration, Elected Officials and/or Organization
September 8, 1998

Principal	Location	Elected Official	Org.
REGION I			
POTUS/Secretary Riley	Maryland		
FLOTUS	Washington, DC		
VPOTUS/Gerry Tirozzi	Meridan/Hartford, CT	Rep. Maloney/Rep. Kennelly	AFT
	Warwick, RI	Rep. Weygand	--
Don Rappaport	Worcester/Haverhill	Sen. Kennedy/Rep. Tierney	ED/ NEA
REGION II			
	Patterson, NJ	Rep. Pascrell	AIA
Kent McGuire	Camden, NJ		ED
Wilson Goode	Nutley, NJ	Sen. Lautenberg, Rep. Pascrell, Rep. Menendez	--
Scott Fleming	Binghampton, NY	Rep. Hinchey	AFT
Judith Johnson	Buffalo, NY	Rep. LaFalce, Rep. Quinn	CGCS
Linda Roberts	Westchester, NY	Rep. Lowey	--
	Hempstead, NY	Rep. McCarthy	AFT
REGION III			
Dir. Gearan (Peace Corps)	Philadelphia, PA		AFT
Admin. Aida Alvarez (SBA)	Baltimore, MD	Rep. Elijah Cummings	--
NEH Chairman Bill Ferris/Judy Heumann	Suitland, MD	Rep. Al Wynn	--
REGION IV			
Secy Caldera (Army)	Fayetteville, NC		--
Jim Kohlmoos	Atlanta, GA	Rep. John Lewis	--
Mario Moreno	Ft. Lauderdale, FL		CGCS
	Panama City, FL	Rep. Allen Boyd	--

Director Witt (FEMA)	Beaufort, SC		AIA
Stan Williams	Thomasville, GA	Rep. Sanford-Bishop	--
David Longanecker	Raleigh, NC	Rep. Etheridge/Rep. Price/ Governor Hunt	AIA
REGION V			
Norma Cantu	Champagne/Urbana, IL		ED
Raymond Pierce	Cleveland, OH		AFT
Jackie Woods	Lansing, MI	Rep. Stabenow	--
Terry Peterson	Madison, WI	Mayor Bauman	--
	Middlefield, OH	Rep. Sherod Brown	AFT
	Quad Cities, IL	Rep. Lane Evans	--
	Green Bay, WI	Rep. Jay Johnson	--
REGION VI			
Secy Babbitt (Interior)	New Mexico	Senator Bingaman by phone	--
	Houston, TX	Reps. Bentsen, Green, Lampson	AFT
	El Paso, TX	Rep. Silvestre Reyes	AFT
Delia Pompa	Texas	Rep. Rodriguez	--
	Little Rock, AR	Rep. Snyder	--
Secretary West (VA)	New Orleans, LA	Sen. Landrieu	ED
REGION VII			
REGION VIII			
Peggy Kerns	Denver, CO		ED
Trish McNeil	Apple Valley, MN		ED
	Buffalo, MN	Rep. Minge	AFT
REGION IX			
	Fresno, CA	Rep. Dooley, C.	ED
Jean Veta	Reseda, CA	Rep. Sherman	AFT
	Santa Barbara, CA	Rep. Lois Capps	--
REGION X			

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	National School Modernization Day contact list (partial) (4 pages)	09/02/1998	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Eric Morse (Events)
OA/Box Number: 21192

FOLDER TITLE:

School Modernization Day [3]

2011-0619-S

re306

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

NATIONAL SCHOOL MODERNIZATION DAY -- SEPTEMBER 8
DRAFT -- September 2, 1998 (8:43am)

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CITY/STATE	PARTICIPANTS	LEAD	STATUS	EVENT CONTACT	EVENT SITE AND DESCRIPTION
WHITE HOUSE					
Maryland	President, Sec'y Riley				
Washington, D.C.	First Lady				
Meridan, CT	Vice President				
REGION I: CT, ME, MA, NH, RI, VT: SRR Jan Paschal; phone 617-223-9317; fax 617-223-9324					
Meridan, CT	AFT, NEA, Rep. Maloney, VP	AFT	Confirmed	Leo Canty, Vice President Connecticut Federation of Teachers 35 Marshall Rd. Rocky Hill, CT 06067 860-257-9782 fax 860-257-8214 Thomas Bruenn, President, Meriden Fed. Of Teachers 203-634-8830 work [redacted] home 60013 fax 203-634-8830	
Attleborough, MA	NEA	NEA	Confirmed		
Haverhill, MA	NEA, AFT, Rep. Tierney	NEA	Confirmed	NEA: Mary Sarris Executive Director Lynn Business Education Foundation 181 Union Street Lynn, MA 01901 781-592-5599 781-593-0561 fax AFT: Joseph Gauvin, President, Local 1037 Lynn Teachers Union 781-599-5591 fax 781-599-5594	
Worcester, MA	DOE, Sen. Kennedy	DOE	Confirmed		

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CITY/STATE	PARTICIPANTS	LEAD	STATUS	EVENT CONTACT	EVENT SITE AND DESCRIPTION
Central Falls, RI	AFT	AFT	Confirmed	Robin Yates Central Falls Teachers Union 105 Vancouver Ave. Warwick, RI 02886 w. 401-727-6153 h. (b)(6) no fax (b)(6)	Central Falls High School Central Falls, RI
Warwick, RI	Rep. Robert Weygand	Rep. Weygand	Pending		
REGION II: NJ, NY, PR, VI: SRR John Mahoney; phone 212-637-6284; fax 212-264-4427					
Camden, NJ	Kent McGuire (DOE)	DOE	Confirmed	McGuire: Norma Duncan	
Paterson, NJ	AIA, PEN, Rep. Pascrell, Mayor	AIA	Confirmed	Harold Lichtman, AIA President 7808 Hainses Rd. Cheltenham, PA 19012 215-635-6018 fax 215-782-8730 PEN: Irene Sterling (b)(6)	Martin Luther King, Jr. Elementary School 823 E. 28th Street Paterson, NJ 07514
Nutley, NJ	Sen. Lautenberg; Reps. Menendez, Pascrell; Sen. Torricelli (?)	Rep. Menendez	Confirmed	Lautenberg: Dan Katz Menendez: Hal Connolly 202-225-7919 fax 202-226-0792	Nutley Middle School Nutley, NJ (morning event)
Hempstead, NY (Long Island)	AFT, Rep. Carolyn McCarthy	AFT	Confirmed	David Israel, NYSUT	Roosevelt School Hempstead, NY
New York City, NY (Brooklyn), (Queens)	AFT, AIA	AIA	Pending	Barbara Nadel, AIA (b)(6)	Forest Hills High School (tentative) 67-01 110th St. Forest Hills, NY 11375

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New York City, NY (Brooklyn), (Astoria)	AFT	AFT	Pending	Tom Murphy (Jake Herring) UFT 212-777-7500 fax 212-475-2320	
New York City, NY (Bronx)	AFT, Rep. Jose Serrano	AFT	Pending	Tom Murphy (Jake Herring) UFT 212-777-7500 fax 212-475-2320	
New York City, NY (Bronx)	AFT, Rep. Eliot Engel	AFT	Pending	Tom Murphy (Jake Herring) UFT 212-777-7500 fax 212-475-2320	
Binghamton, Ithaca, NY (Earlier event in Hudson, NY)	NEA, AFT, Rep. Maurice Hinchey, Scott Fleming (ED)	AFT	Confirmed	Carol Slotkin Jeff-Youngsville Central School School House Road Jeffersonville, NY 12748 914-583-5389 fax 914-583-5408	
Rochester, NY	AFT, CGCS, Supt. Clifford Janey, Mayor	CGCS	Confirmed	Barbara Jarzyniecki, Exec. Director Public Engagement and Communications Services Rochester City School District 131 West Broad Street Rochester, NY 14614 716-262-8729 fax 716-263-3225	East High School 1801 Main Street E. Rochester, NY
Buffalo, NY	CGCS, Mayor Anthony Masiello, Rep. Jack Quinn, Rep. LaFalce	CGCS	Confirmed	CGCS: Mel Austin, Assoc. Superintendent for Plant Services and School Planning 403 City Hall Buffalo, NY 14202 716-851-3560 fax 716-851-3527 PEN: Cara Rosenthal, Executive Director, Education Fund for Greater Buffalo 712 Main St. Buffalo, NY 14202 716-843-8895 fax 716-852-2861	City Honors School High School Buffalo, NY

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CITY/STATE	PARTICIPANTS	LEAD	STATUS	EVENT CONTACT	EVENT SITE AND DESCRIPTION
Westchester, NY	Rep. Lowey	Rep. Lowey	Confirmed	Lowey	
REGION III: DE, DC, MD, PA, VA, WV: SRR W. Wilson Goode; phone 202-401-0419; fax 202-401-8552					
Maryland	President	President	Confirmed		
Suitland, MD	Rep. Al Wynn	Rep. Wynn	Confirmed	Kim Ayers 202-225-8699 fax 202-225-8714	Suitland High School Suitland, MD
Baltimore, MD	Rep. Elijah Cummings	Rep. Cummings	Confirmed	Kymberly Graves 202-225-4741	
Philadelphia, PA (1-3 events)	AFT	AFT	Confirmed	Jerry Jordan, Asst. to the President Philadelphia Federation of Teachers 215-587-6738 fax 215-665-1903 Barbara Grant School District of Philadelphia Room 219 21st Street South of the Parkway Philadelphia, PA 19103 215-299-7823 fax 215-299-4687	Audenreid High School Philadelphia, PA
New Castle, PA	AFT	AFT	Confirmed	Phil Lasky, President John Schultz, Staff Newcastle Federation of Teachers 724-654-3759 fax 412-390-2481	
Virginia Beach City Public Schools, VA	DOE	DOE	Pending		
REGION IV: AL, FL, GA, KY, MS, NC, SC, TN: SRR Stanley Williams; phone 404-562-6225; fax 404-562-6520					

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CITY/STATE	PARTICIPANTS	LEAD	STATUS	EVENT CONTACT	EVENT SITE AND DESCRIPTION
Miami, FL (Dade County)	DOE, AFT, CGCS	CGCS	Confirmed	CGCS: Eric Parker, Chief Officer of Legislative and Governmental Affairs, and Iriada Mendez Legislative and Labor Relations Office Miami/ Dade County Public Schools 1450 Northeast 2nd Avenue, Room 552 Miami, FL 33132 305-995-1525 fax 305-995-2375 AFT: Elsa Lopez, United Teachers of Dade 305-854-0220 fax 305-856-9157	
Ft. Lauderdale, FL (Broward County)	DOE, AFT, CGCS	CGCS	Confirmed	Sisty Walsh, Director of Community Relations Broward County Public Schools 600 Souteast 3rd Avenue, 7th Floor Ft. Lauderdale, FL 33301 954-765-6274 fax 954-760-7367	
Jacksonville, FL	AFT	AFT	Confirmed	Andy Ford, Pres. Duval Teachers United 1601 Atlantic Boulevard Jacksonville, FL 32207 904-396-4063 fax 904-396-9389	
Panama City, FL	Rep. Allen Boyd, Jr.	Rep. Boyd	Confirmed	Rep. Boyd	(Computer donation event)
Gwinnett County School District, GA	DOE	DOE	Pending		
Thomasville, GA	NEA, Rep. Sanford Bishop	NEA	Confirmed	NEA? Rep. Bishop: Roxanne Burnham 202-225-3631 fax 202-225-2203	

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CITY/STATE	PARTICIPANTS	LEAD	STATUS	EVENT CONTACT	EVENT SITE AND DESCRIPTION
Atlanta, GA	Rep. John Lewis, Mayor Bill Campbell	Rep. Lewis	Confirmed	Elizabeth Douglas and Jack Pannell 229 Cannon House Office Building 202-225-3801 fax 202-225-0351	
Frankfort, KY	Mayor Bill May	Mayor Bill May	Pending		
Lexington, KY	DOE	DOE	Pending		
Raleigh, Chapel Hill, NC	NEA, AIA, Reps. Etheridge and Price, Governor Hunt	AIA	Confirmed	Paul Boney, AIA, CEO Boney Architects, Inc. 2528 Independence Boulevard, Suite 200 Wilmington, NC 28412 910-790-9901 fax 910-790-3111	Enloe High School 128 Clarendon Crescent Raleigh, NC 27610 919-856-7918/7917
Fayetteville, NC	Sec'y Caldera (Army)	Army	Confirmed	Army: Susan Conklin	
Beaufort, SC	AIA	AIA	Confirmed	Tom Hund, AIA, President South Carolina AIA 24 Market Street, Suite 300 Charleston, SC 29401 843-577-4444 fax 843-722-4789	Shanklin Elementary School 121 Morrall Drive Burton, SC 29906
Knox County School District, TN	DOE	DOE	Pending		
Memphis, TN	PEN	PEN	Pending	Hilary Belitsky 202-225-3265 PEN: Sonja Walker 901-682-8100 fax 901-682-7004	
REGION V: IL, IN, MI, OH, WI: SRR Stephanie Jones; phone 312-886-8222; fax 312-353-5147					

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CITY/STATE	PARTICIPANTS	LEAD	STATUS	EVENT CONTACT	EVENT SITE AND DESCRIPTION
Chicago, IL	AFT, CGCS, Mayor (?)	CGCS	Confirmed	CGCS: Chuck Pizer, Consultant to Chicago Public Schools 1301 Pennsylvania Avenue, NW Suite 404 Washington, D.C. 20004 202-783-0911 fax 202-783-3524 AFT: Diane Sheffer 222 Merchandise Mart Plaza Suite 400 Chicago, IL 60654 312-329-9100 fax 312-329-6200	
Quad Cities, IL	NEA, AFT, Rep. Lane Evans	Rep. Lane Evans	Confirmed	Steve Vetzner 2335 Rayburn House Office Building 202-225-5905 fax 202-225-5395	
Urbana, IL	Norma Cantu, DOE	DOE	Confirmed	Jim Hamilton, Director of Distance Learning, U of I 54 Mumford Hall, MC710 1301 West Gregory Dr. Urbana, IL 61801 217-333-7118 fax 217-244-7503	
Evansville, IN	NEA	NEA	Confirmed		
Indianapolis, IN	NEA	NEA	Confirmed		
Indianapolis, IN	CGCS	CGCS	Confirmed	CGCS: Karen Tucker Programming Coordinator Indianapolis Public Schools 931 Fletcher Avenue Indianapolis, IN 46203 317-226-4141 fax 317-226-4950	Center for Instruction of Radio and Television

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Oakland County, MI	AFT, CGCS	AFT	Confirmed	Tom Gennete, President, Lamphere Federation of Teachers 313-822-3009 fax 248-589-2618	
Ann Arbor, MI	DOE	DOE	Pending		
Lansing, MI	Rep. Stabenow	Stabenow	Confirmed	Stabenow	
McArthur, (Appalachia), OH	AIA	AIA	Confirmed	Cindy Taylor Capstone Communications 6849 Old Dominion Drive, Suite 223 McLean, VA 22101 703-288-9191 fax 703-228-9194	Vinton County High School 3607 West High Street McArthur, OH 45651-1093 704-596-5258 740-596-3003 fax
Cleveland, OH	AFT, PEN	AFT	Pending	Meryl Johnson Cleveland Teachers Union 1370 W. 6th, 4th Floor Cleveland, OH 44113 216-861-7676 x16 fax 216-861-4113 PEN: Deborah Howard, Executive Director Cleveland Education Fund 1422 Euclid Avenue, Suite 1550 Cleveland, OH 44115-2001 216-566-1136 fax 216-566-1230	Orchard Elementary School of Science 4200 Bailey Avenue Distance Learning Lab Cleveland, OH
Cincinnati, OH	NEA, AFT, Mayor Roxanne Qualls	AFT	Confirmed	Tom Mooney, President Cincinnati Federation of Teachers 513-961-2272 fax 513-961-0629 Carla Walker, Assistant to the Mayor Office of Mayor Roxanne Qualls 801 Plum Street, Suite 150 Cincinnati, OH 45202 513-352-1959 fax 513-352-5201	

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CITY/STATE	PARTICIPANTS	LEAD	STATUS	EVENT CONTACT	EVENT SITE AND DESCRIPTION
Columbus, OH	CCSSO	CCSSO	Confirmed	John Rochester, Governmental Relations Ohio Department of Education 65 South Front Street, Room 810 Columbus, OH 43215-4183 614-466-3125 fax 614-644-5960	Department of Administrative Services Teleconference Room Columbus, OH
Middlefield, OH	AFT, Rep. Sherrod Brown	AFT	Confirmed	Mike Fulton, buckeye Local Education Assoc Buckeye Local Education Association 7481 Neff Road 330-723-1045, 330-722-3604 fax 330-722-5793 (attn Wilma Bunch)	York Elementary Medina, OH
Anywhere in WI	Sen. Feingold	Sen. Feingold	Pending	Amy Maloney 202-224-5323 fax 202-224-2725	
Racine, WI	NEA	NEA	Pending		
Madison, WI	Mayor Sue Bauman	Mayor	Confirmed	Brenda Perry Mayor Sue Bauman's office 210 Martin Luther King, Jr Blvd. Madison, WI 53710 608-266-4611 fax 608-266-4611	School Administration Building Madison, WI
Wausau, WI	AFT	AFT	Confirmed	Bill Kalin, WTF Staff Derick Symington, Presidnet 715-399-2725 fax 715-399-2725	
Green Bay, WI	NEA, Rep. Jay Johnson, Senate	NEA	Confirmed		
Green Bay, WI	Superintendent	Supt.	Confirmed	Christine Rogers CESA 7 ILS 1331 Packerland Drive Green Bay, WI 54304 920-492-2678 fax 920-492-2728	CESA 7 Interactive Learning Services Green Bay, WI
REGION VI: AR, LA, NM, OK, TX: SRR Sally Cain; phone 214-880-3011; fax 214-880-2433					

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CITY/STATE	PARTICIPANTS	LEAD	STATUS	EVENT CONTACT	EVENT SITE AND DESCRIPTION
Little Rock, AR	DOE, Rep. Snyder	Rep. Snyder	Pending	Snyder	
Springdale, AR	DOE, PTA	DOE	Confirmed	Don Johnson Arkansas PTA 420 North West End Springdale, AR 72762 501-750-8859 fax 501-750-8861	Jones Center for Families Springdale, AR
New Orleans, LA	DOE, Sen. Landrieu	DOE	Confirmed	Dr. Kenneth J. Ducote/ Stephanie Polk NOPS/ Department of Facility Planning 4300 Almonaster Avenue New Orleans, LA 70126 504-942-3517 fax 504-942-3516	Orleans Parish School Board Meeting Room 4100 Touro Street New Orleans, LA 70122
Baton Rouge, LA	AFT, NSBA, NEA	AFT	Pending	David Lovely/Mona Waldrop East Baton Rouge Fed. Of Teachers 5555 Hilton Avenue, Suite 620 Baton Rouge, LA 70808 225-926-5087 fax 225-926-5199	Banks Elementary School 2401 72nd Avenue Baton Rouge, LA 70807
Albuquerque, NM	AFT, NEA	AFT	Confirmed	Don Whatley, President, Albuquerque Teachers Union 505-262-2657 fax 505-262-1967*2	
New Mexico	Sec'y Babbitt (DOI), Sen. Bingaman	DOI	Confirmed	DOI	
Little Axe (Oklahoma City), OK	AIA, Superintendent, elected officials, community reps.	AIA	Confirmed	Melissa S. Hunt, Executive Director AIA Central OK Chapter 3000 General Pershing Blvd., #4 Oklahoma City, OK 73107 405-948-7174 fax 405-948-7397	Little Axe School Little Axe, OK 2000 168th Avenue, NE Norman, OK 73071-9010 405-447-0913/405-579-2929

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CITY/STATE	PARTICIPANTS	LEAD	STATUS	EVENT CONTACT	EVENT SITE AND DESCRIPTION
Tulsa, OK	DOE	DOE	Confirmed	Tiffani Bruton Tulsa Public Schools P.O. Box 470208 Tulsa, OK 74147-0208 918-746-6304 fax 918-746-6407	Tulsa Public Schools Education Service Center Tulsa, OK
Texas	Rep. Rodriguez	Rodriguez	Confirmed	Rodriguez	
Austin, TX	AIA	AIA	Confirmed	Jaime Beaman, AIA, (president-elect 1998) AIA Austin CasaBella Architects 702 West 34th Street Austin, Texas 78705-2205 512-458-5700 fax 512-458-5755	Joe D. Mills Elementary Austin, TX
Crockett, TX	DOE	DOE	Confirmed	Dorman Jackson/ Ray McLain Crockett ISD 704 Burnet Crockett, TX 75835 409-544-2125 fax 409-544-5727	Crockett ISD Crockett, TX
El Paso, TX	Rep. Silvestre Reyes	AFT	Confirmed	AFT: Frances Weaver, President Vicki Crase, TFT Organizer El Paso Federation of Teachers 915-562-3738 fax 915-562-3767 Reyes: Perry Finney 514 Cannon House Office Building 202-225-4831 fax 202-225-2016	

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CITY/STATE	PARTICIPANTS	LEAD	STATUS	EVENT CONTACT	EVENT SITE AND DESCRIPTION
Houston School District, TX	AFT, AIA, RAS, Reps. Bentsen, Green and Lampson	AFT	Confirmed	AFT: Gayle Fallon, President, HFT 713-623-8891 RAS: Larry Yawn, Asst. Superintendent for District Development 3830 Richmond Avenue Houston, TX 77027 713-892-6532 fax 713-892-7993 AIA: Martha Murphree, Executive Director AIA Houston 3000 Richmond Ave., Suite 500 Houston, TX 77098-3111 713-520-5134 fax 713-520-0155	AIA: Grissom Elementary School (NO DOWNLINK) 4900 Simsbrook Drive Houston, TX 77045 713-434-5660 713-434-5664 fax
San Antonio, TX	AFT	AFT	Confirmed	Tom Cummins, President (Shelley Potter) Bexar County Federation of Teachers 210-227-8083 fax 210-227-6523	
REGION VII: IA, KS, MO, NE: SRR Sandra Walker; phone 816-880-4000; fax 816-891-0578					
Waterloo, IA	Mayor John Rooff, Superintendent	Mayor John Rooff	Confirmed	Sharon Miller, Director of School and Community Relations Waterloo Community Schools 1516 Washington Street Waterloo, IA 50702 319-291-4810 fax 319-291-4897	Education Service Center Waterloo, IA
Burlington, IA	NEA	NEA	Confirmed		
Kansas City, KS	NEA	NEA	Pending		

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CITY/STATE	PARTICIPANTS	LEAD	STATUS	EVENT CONTACT	EVENT SITE AND DESCRIPTION
St. Louis, MO	AIA, St. Louis Public Schools, AFT	AIA	Confirmed	Ruth Wood-Steed, Manager, Kennedy Associates Inc. One Metropolitan Square 211 North Broadway, Suite 1900 St. Louis, MO 63102 314-241-8188 x207 fax 314-241-0125	Samuel Shepard, Jr. Gateway Educational Park 1200 North Jefferson Avenue St. Louis, MO 63106 314-241-2295
REGION VIII: CO, MN, MT, ND, SD, UT, WY: SRR Lynn Simons; phone 303-844-3544; fax 303-844-2524					
Boulder, CO	Governor	Governor	Pending		
Denver, CO	DOE	DOE	Pending		
Apple Valley, MN	AIA, Trish McNeil (ED)	AIA	Confirmed	Kathy Tait Cunningham Group 201 Main Street, SE, Suite 325 Minneapolis, MN 55414 612-379-3400 fax 612-379-4400	School of Environmental Studies, Minnesota Zoological Gardens 12155 Johnny Cake Ridge Road Apple Valley, MN 55124 612-431-8750, phone 612-431-8755, fax
Buffalo, MN	Rep. Minge, AFT	AFT	Confirmed	Diane O'Brien, Public Affairs Director Minnesota Federation of Teachers 41 Sherburne Avenue St. Paul, MN 55103 651-292-4818 fax 651-292-4868	Buffalo High School Buffalo, MN
Turtle Mountain Community School, ND	RAS	RAS (OCRE)	Confirmed	Duane Poitra PO Box 440 Belcourt, ND 58316 701-477-6471 x213 no fax	Turtle Mountain Community School Turtle Mountain Indian Reservation Belcourt, ND (near Canada)
Sioux Falls, SD	DOE	DOE	Confirmed	Dr. John Keegan, Jr. 	Southeast Technical Institute 2301 Career Place Sioux Falls, SD 57101-1302 605-367-7624 605-367-4372

AFT= American Federation of Teachers; AIA= American Institute of Architects; NEA= National Education Association; CCSSO= Council of Chief State School Officers; CGCS= Council of Great City Schools; NSBA= National School Boards Association; PEN= Public Education Network; RAS= Rebuild America's Schools Coalition; DOE= Dept. of Education

NATIONAL SCHOOL MODERNIZATION DAY -- SEPTEMBER 8

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DRAFT -- September 2, 1998 (8:43am)

CITY/STATE	PARTICIPANTS	LEAD	STATUS	EVENT CONTACT	EVENT SITE AND DESCRIPTION
Salt Lake City, UT	NEA, AIA	AIA	Confirmed	Steve Crane, AIA Valentiner Crane Brunjes Onyon Architects 524 South 600 East Salt Lake City, UT 84102 801-575-8800 fax 801-531-9850	Horizonte Instruction and Training Center 1234 South Main Street Salt Lake City, UT 84101 801-578-8574 801-578-8577 fax
Price, UT	College of Eastern Utah	College of E. Utah	Confirmed	Rich McCormick College of Eastern Utah 451 E 400 N. Price, UT 84501 435-637-4102	College of Eastern Utah Price, UT
REGION IX: AS, AZ, CA, GU, HI, NV, CNMI: SRR Loni Hancock; phone 415-437-7520; fax 415-437-7540					
Pinon/Navajo Reservation, AZ	AIA	AIA	Confirmed	Jodie Brooks, Executive Director, AIA Albuquerque 215 Gold Avenue, SW, Suite 102 Albuquerque, NM 87102 505-244-3737 fax 505-244-3756	Pinon Community School Navajo Route 4 Pinon, AZ 86510 520-725-3234
Los Angeles/Reseda, CA	AFT, Rep. Brad Sherman	AFT	Confirmed	AFT: Mike Cherry, AFT President 3303 Wilshire Boulevard 10th Floor Los Angeles, CA 90010 213-368-6237 fax 213-251-9891	Reseda High School 18230 Kittridge Street Reseda, CA 91335 818-342-6186
Los Angeles Unified School District, CA	DOE	DOE	Confirmed	Sarah Bradshaw Los Angeles Unified School District 450 N. Grand Ave. A201 Los Angeles, CA 90012 213-625-5694 fax 213-626-8145	

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NATIONAL SCHOOL MODERNIZATION DAY -- SEPTEMBER 8
DRAFT -- September 2, 1998 (8:43am)

CITY/STATE	PARTICIPANTS	LEAD	STATUS	EVENT CONTACT	EVENT SITE AND DESCRIPTION
Apple Valley, CA	RAS	RAS	Confirmed	Carol Fisher, Apple Valley Unified School District Apple Valley Unified School District 22974 Bear Valley Road Apple Valley, CA. 92308 760-247-0187	
Beaumont (Riverside), CA	Supt. of Beaumont Unified District	RAS	Confirmed	John Wood, Superintendent Beaumont Unified School District 500 Grace Ave. Beaumont, CA. 92223 909-845-1631 x309 fax 909-845-2039	
Fresno, CA	DOE, Rep. Dooley (?)	DOE	Pending		
Santa Ana, CA	RAS	RAS	Confirmed	Mr. Mike Vail/Christine Sanchez Santa Ana Unified School District 1601 East Chestnut Ave. Santa Ana, CA. 92701 714-480-5358 fax 714-480-5362	Santa Ana Unified School District Administrative Offices -- Board Room Santa Ana, CA
Sacramento, CA	NEA, CGCS	CGCS	Confirmed	Maria Lopez, Director of Communications Sacramento City Unified School District 520 Capitol Mall Sacramento, CA 95814 916-264-4440 fax 916-264-4102	
San Francisco/Eureka, CA	AFT	AFT	Confirmed	Gary Ravani, President Petaluma Federation of Teachers 775 Baywood Drive, Suite 302 Petaluma, CA 94954 707-762-2184 fax 707-762-3403	Valley Vista Elementary Petaluma, CA
Monterey, CA	AFT	AFT	Confirmed	Don Maxwell, President Greater Santa Cruz Fed. 408-425-8939 work home fax 408-425-0821	

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NATIONAL SCHOOL MODERNIZATION DAY -- SEPTEMBER 8

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DRAFT -- September 2, 1998 (8:43am)

CITY/STATE	PARTICIPANTS	LEAD	STATUS	EVENT CONTACT	EVENT SITE AND DESCRIPTION
Santa Barbara, CA	RAS, Rep. Lois Capps	Rep. Capps	Confirmed	Lisa Fishel 1118 Longworth House Office Building 202-225-3601 fax 202-225-5632	
San Diego, CA	NEA	NEA	Pending		
Oakland, CA	PEN	PEN	Confirmed	Julie Henderson, Executive Director Marcus A. Foster Educational Institute 1203 Preservation Park Way, Suite 303 Oakland, CA 94612 510-835-0391 fax 510-835-5706	
Honolulu, HI	Governor	Governor	Pending		
Las Vegas, NV	NEA	NEA	Confirmed		
REGION X: AK, ID, OR, WA: SRR Carla Nuxol; phone 206-220-7800; fax 206-220-7806					
Vancouver, WA	DOE	DOE	Confirmed	Marica Ross Evergreen School District P.O. Box 8910 Vancouver, WA 98668 360-604-4020 fax 360-604-4109	Educational Service District 112 PO Box 8910 Vancouver, WA 98668 260-604-4020 360-604-4109 fax mross@groupwise.egreen.wednet.edu
Wenatchee, WA	DOE	DOE	Confirmed	Jennifer Maydole North Central Educational Service District 640 South Mission Wenatchee, WA 98801 509-664-0354 fax 509-662-9027	North Central Educational Service District Wenatchee, WA
Seattle, WA	DOE	DOE	Confirmed	Jerry Bamburg Center for Effective Schools School of Education M-213 Miller Hall Box 353600 University of Washington Seattle, WA 98195 206-543-3999, -4014 fax 206-543-8439	University of Washington, Miller Hall 4th floor conference room 411 Seattle, WA

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO:

NEERA TANDEN

PHONE:

FAX:

456-2878

FROM:

ERICA LEPPING

PHONE:

401-3026

FAX: (202) 401-0596

PAGE(S) TO FOLLOW:

MESSAGE:

draft report attached

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600 INDEPENDENCE AVE., S.W. WASHINGTON, D.C. 20202

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

PRESIDENT CLINTON ANNOUNCES NEW RECORD SCHOOL ENROLLMENT AND CALLS ON CONGRESS TO HELP IMPROVE, MODERNIZE SCHOOLS

"The ultimate national security of any country rests in the strength of its own citizens. And for us, that means we have got to prove that no matter how diverse we are, we can still offer a world-class education to every single American child." -President Clinton, August 31, 1998

"Baby Boom Echo" Yields 52.7 Million Schoolchildren this Fall. Joined by roughly 50 Members of Congress, and education, community and business leaders in more than 80 cities across the United States, President Clinton on Tuesday, September 8, will release a new Department of Education report -- the third annual Report on the Baby Boom Echo. The findings include:

- 52.7 million children attend public and private elementary and secondary schools in America today -- the highest school enrollment ever.
- 2.2 million teachers will need to be hired over the next ten years.
- A record 14.6 million students will attend college this year.

The report includes current and projected data on specific states, as well as data on recent growth in selected suburban communities across the country.

Communities Cite Needs, Successes on National School Modernization Day. According to a recent GAO Report, about 14 million students attend schools that need extensive repair or replacement of one or more buildings. Almost 60 percent of America's schools reported at least one major building feature in disrepair. In communities across the country, elected officials, parents, business leaders and others will gather to hear the President's remarks, and discuss their own communities' strategies for school construction and renovation, achieving smaller class sizes with well-qualified teachers, and taking advantage of new technologies. These local forums are part of National School Modernization Day on September 8.

President Clinton Calls for Immediate Action by Congress. The President will urge Congress to help America address these pressing needs by enacting -- in the next month before leaving Washington -- the education agenda that he first proposed in the State of the Union address, including:

- **BUILDING AND RENOVATING OVER 5,000 SCHOOLS.** The President has proposed School Modernization Tax Credits to help provide all students with safe, state-of-the-art school buildings. The proposal would use Federal tax credits to pay interest on nearly \$22 billion in bonds.
- **HIRING 100,000 TEACHERS TO REDUCE CLASS SIZE.** President Clinton is committed to helping local schools provide smaller classes with well-prepared teachers in the early grades. The initiative would provide \$12.4 billion over seven years to reduce class size in grades 1-3 to a nationwide average of 18 and help make sure that every child receives individual attention, gets a solid foundation for further learning, and learns to read independently and well by the end of third grade.
- **HARNESSING TECHNOLOGY FOR EDUCATION.** The Clinton Administration has made an unprecedented commitment to bring technology into the classroom and ensure that all children are technologically literate by the dawn of the 21st century. However, the House appropriations bill cuts the President's request for educational technology by \$180 million, while the Senate cuts it by \$98 million. They eliminate \$75 million for technology teacher training, which would help new teachers learn to use technology effectively to strengthen instruction and enhance student learning, and they also cut \$50 million from the President's request for the Technology Literacy Challenge Fund, which would deny funding to 400 school districts to provide students and teachers with access to classroom computers, training and the latest educational software and telecommunications technology. The President will also continue to strongly oppose any effort by the Congress to repeal or delay the e-rate -- an expansion of universal service to provide discounted Internet access and telecommunications services to schools and libraries.

FACT SHEET: MODERNIZE SCHOOLS FOR THE 21ST CENTURY

In order for students to learn and to compete in the global economy, schools must be well-equipped and they must be able to accommodate smaller class sizes. To address these and other critical needs, the President's FY 99 Budget proposes Federal tax credits to pay interest on nearly \$22 billion in bonds to build and renovate public schools. This is more than double the assistance proposed last year, which covered up to half the interest on an estimated \$20 billion in bonds. The new proposal provides tax credits in lieu of interest payments for investors in two types of School Modernization Bonds: Qualified School Construction Bonds (a new proposal) and expansion of the Qualified Zone Academy Bonds (created last year). The Department of the Treasury estimates that the revenue loss associated with the bonds would be \$5 billion over 5 years and over \$11 billion over 10 years.

Qualified School Construction Bonds

\$19.4 billion in zero-interest bonds (\$9.7 billion in 1999 and \$9.7 billion in 2000) is proposed for construction and renovation of public school facilities. The Department of the Treasury would allocate the rights to offer these special 15-year bonds to States, territories, and certain school districts that have submitted school construction plans to the Secretary of Education.

Half of the bond authority would be allocated to the 100 school districts with the largest number of low-income children, in proportion to their share of funds under the Title I Basic Grant formula in the preceding year. In addition, up to 25 additional school districts that are in particular need of assistance, such as districts with a low level of resources for school construction or a high level of enrollment growth, could receive these allocations. These funds would be spent in accordance with the school district's plans.

The other half would be allocated to States and territories to provide to school districts in need of assistance in accordance with each State's plan. The bond authority would be allocated in proportion to each State's share of funds under the Title I Basic Grant formula in the preceding year, after subtracting the Title I shares of the 100-125 school districts (above).

School Construction Plans: In order to receive a bond allocation, States, territories, and the eligible 100-125 school districts would be required to submit a plan to the Secretary of Education. The plans would (1) demonstrate that a comprehensive survey has been undertaken of the construction and renovation needs, such as the need to provide access to students with disabilities, in the jurisdiction and (2) describe how the jurisdiction will ensure that the bond funds are used for the purposes intended by this proposal, including the requirement that they will supplement, not supplant, amounts that would have been spent on construction and renovation in the absence of the bonds. State plans would also describe how they will ensure that localities with the greatest need -- as demonstrated by inadequate facilities coupled with a low level of resources to meet the needs -- would be served.

Qualified Zone Academy Bonds

This program, created by the Taxpayer Relief Act of 1997, provides a tax credit to pay interest on bonds for a variety of expenses (including building renovation) related to certain public school-business partnerships. The FY 99 Budget would expand these bonds to cover school construction, and would increase and extend the bond authority by \$2.4 billion (an additional \$1 billion, to \$1.4 billion, in 1999, and \$1.4 billion in 2000). This bond authority is allocated to States on the basis of their respective populations of individuals with incomes below the poverty line.



UNITED STATES DEPARTMENT OF EDUCATION

THE DEPUTY SECRETARY

600 Independence Avenue, SW
FOB-10, Rm 6261
Washington, DC 20202-0500

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Fax Number: (202) 401-3095

FAX COVER SHEET

TO: Debra TANDEN
FAX: 456-2878
FROM: SANDY BATTLE

NUMBER OF PAGES TO FOLLOW, INCLUDING COVER SHEET: 4

IF YOU DID NOT RECEIVE THE COMPLETE TRANSMISSION, PLEASE CALL
(202) 401-1000.

MESSAGE:

Here is a draft press
release for the \$20mil grant
from FIE. A press release
will be prepared on the STW
grant. I'll mention here
is some info on that \$9.6 mil
4-year grant.
Sandy

Draft - N.C. Not yet 11/1/98.

District of Columbia State Implementation Grant

Awardee: Government of the District of Columbia (D.C. Public Schools)
 Contact: Noel J. Meckins (202) 724-7170
 Award Amount: \$1,800,000

Grant Total
 \$ 9.6 mil
 over 44

School-to-Career, as School-to-Work is called in the District, is a cornerstone of the city's larger efforts to reform its education system and reinvent its entire local governance structure to better serve the needs of its 500,000 residents.

D.C.'s School-to-Career (STC) initiative has four, laudable goals to: enable all of the city's youth to enjoy upward mobility, participate fully in a knowledge driven economy, achieve long-term self-sufficiency, and become contributing members of the community.

A D.C. School-to-Careers Governing Council comprised of key employers, heads of city agencies, and other interested parties will steer the city's efforts to implement and sustain a comprehensive School-to-Work system. A School-to-Careers Office, housed within the School Reform Office of the D.C. Public Schools, is responsible for day-to-day operations. Each city high school will hire an on-site STC Coordinator.

D.C.'s efforts to offer School-to-Careers to all of the city's 77,000 public school students will begin with high school. Ninth graders will be asked to select a "career pathway" based on interest, aptitude, and discussions with their teachers, parents, and guidance counselors. Each "pathway" provides a framework and context for learning and career exploration. "Career Pathways" include: business and marketing; health and human services; arts and communication; engineering and science; and industrial technology. Students may move among "pathways" as their interests and aptitudes dictate.

In 9th grade, students will use their selected "pathways" as a means to focus on problem-based learning and career investigation. By 10th grade, students will "job shadow" an employee at the worksite. Eleventh graders will join in a structured relationship with an adult mentor who gives the students support, career guidance, and opportunities to learn about specific jobs. In the last year of high school, 12th graders work in internships -- paid or unpaid -- with employers for a specific period. At each grade level, work experience will be directly related to the student's selected "career pathway". In school, academics will be linked to work-based learning experiences. Finally, each student will be asked to prepare a plan for post-graduation which will address their plans for college and additional training.

The District hopes that by the second year of its implementation grant, it can begin to extend STC opportunities to elementary and middle school students through efforts geared toward career awareness and exploration (field trips to businesses, classroom visits from recognized professionals, job-shadowing, etc.) Additionally, internship for teachers will be offered through some of the STC partners including the D.C. Chamber of Commerce.

In an effort to include all of the city's students (85% of whom qualify for free or reduced lunch programs), STC is working to link with non-school hour services for both students and dropouts. The World Bank has committed to providing adult mentors and tutors, and STC has made connections with existing federal initiatives -- Job Corps, "One Stop" Centers, Summer Jobs, and the Individuals with Disabilities Act to build on efforts already underway.

Key partners include: the Metropolitan Washington Council, AFL-CIO; the Washington Teachers Union; Bell Atlantic; the World Bank; the University of the District of Columbia; the Washington Performing Arts Society; Clyde's Restaurant Group; and the Government of the District of Columbia.

UNITED STATES DEPARTMENT OF EDUCATION



NEWS

FOR RELEASE: ~~August 31, 1998~~
k:\shared\nddrafts\dcgrant

Contact: Julie Green (202) 401-3026

RILEY ANNOUNCES \$20 MILLION FOR READING AND MATH SPECIALISTS IN D.C. SCHOOLS

U.S. Secretary of Education Richard W. Riley announced today that all D.C. public schools will get reading and math specialists over the next two years with assistance from a \$20 million grant from the U.S. Department of Education.

The new grant will support the District's *Turn of the Century Achievement Project*, which supports schools in implementing comprehensive reforms to raise the quality of their teaching and learning environments.

"This grant is part of our overall effort to provide additional assistance to the District's hard work to improve schools," Riley said. "The grant will help D.C. students improve basic reading and math skills --skills that are critical to their future success in school and beyond."

District schools will receive \$10 million in both the 1998-1999 and 1999-2000 school years. In the first year of the grant, the District's 32 Targeted Assistance Schools will be assigned ^{n m-site} a school reform coordinator to engage the school and surrounding community in improving teaching and learning at the school. In the second year, additional schools will receive this assistance. In the first year, every D.C. public school will be assigned a reading specialist, and in the second year a math specialist, to assist teachers in developing the necessary curriculum and strategy to improve instruction.

The grant will also fund a professional development resource center aimed at improving the quality of teaching in the district, ^{and} a community outreach program to more effectively involve families in their children's education, and a school-to-careers program to support career

I'm Not sure
if we
will want
to mention
this
as a
2 yr
grant
or
1 yr
Based
Report
language
in 1999
Approp
(House only)

The District grant came from the Fund for the Improvement of Education (FIE), under the Office of Educational Research and Improvement. FIE funds activities that stimulate reform and improve teaching and learning.

The effort is part of the U.S. Department of Education's *Improve Student Performance Initiative*, intended to help the District of Columbia public school system implement system-wide and school-based academic and management reforms to improve the quality of education. The U.S. Department of Education awarded \$5 million earlier this year to supplement the District's summer school program which served students at risk of not advancing to the next grade level.

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U.S. DEPARTMENT OF EDUCATION

FAX TRANSMISSION

Office of the Secretary
600 Independence Avenue, SW
Washington, D.C. 20202
Office: (202) 401-8450
Fax: (202) 401-0596

TO: *Nura Tanden-DPC*DATE: *8/5/98*FAX: *456-2878*PAGES: *6*, including cover.FROM: Susan Frost
~~Dan Bernal~~
Elizabeth Gregory

SUBJECT:

COMMENTS: *Budget chart*

THE PRESIDENT CALLS ON CONGRESS TO ENACT HIS EDUCATION AGENDA

"This year, I have proposed strategic investments to improve and reform K-12 education by putting standards, accountability, and choice back into our public schools. My agenda reduces class size, modernizes schools, invests in technology, and puts an end to social promotion. These initiatives would help ensure that every eight-year-old can read, every 14-year-old can sign onto the Internet, and every 18-year-old can be ready for college."

- President William Jefferson Clinton, July 14, 1998

All across America, education is emerging as the top issue of concern. Parents, grandparents and citizens all know that if our children are going to navigate successfully these challenging times, we must dramatically improve our schools and help families pay for college. A recent Washington Post-ABC News poll found that improving education and the schools is the voters' number one priority -- 77 percent say the issue is "very important." Another recent poll conducted for the American Association of University Women found that American women favor Federal investments that keep schools safe (86 percent), improve the quality of education by putting tough standards in place for both teachers (89 percent) and students (84 percent), and limit class size for the early grades (82 percent).

Education is a state responsibility and a local function, but it is also a national priority. We at the Federal level know that we are the junior partners in education, and that the real action takes place in the classrooms and at schools. Strengthening the fundamentals and basics of education requires leadership at all levels, so the President's agenda is designed to give State and local leaders, educators and parents more resources, more tools, better research and helpful information to move us forward in education.

The President's education agenda addresses areas of national concern by focusing on the fundamentals of education. At the same time, the President knows that we must help prepare schools for the 21st century. For FY1999, the President has proposed legislation to:

- **Provide Critical Investments in Basic Education.** The President's FY1999 budget request includes critical investments to help schools become violence- and drug-free, improve reading, provide after-school programs, upgrade teachers skills, get technology into the classroom, raise educational standards, and help disadvantaged students prepare for college. The House Appropriations Committee fell more than \$2 billion short in funding these priorities (see attached chart).
- **Build and Modernize Schools.** The President has proposed to provide local communities with \$22 billion in interest-free bonds to help renovate, modernize and build over 5,000 schools nationwide to reduce overcrowding, fix leaky roofs, and make schools safer. The majority in Congress has repeatedly blocked this critical investment.
- **Reduce Class Size in the Early Grades.** The President has requested \$12 billion over 7 years to reduce class size in grades 1-3 to give more personal attention to our young students in the critical early years. The majority in Congress has also blocked this investment.

Unfortunately, to date the leadership in Congress has not yet addressed these pressing concerns, and has made deep cuts in the President's education budget for FY1999. However, it is not too late for them to act positively for America's students. The President will continue to fight to ensure that his proposals are enacted before Congress goes home in October. It is irresponsible not to invest in these critical education needs at a time when thousands of schools need to be built and repaired; when many students need extra help learning to read; when computers are essential to students' success in the 21st century; when classrooms are overcrowded; and when Americans want to raise standards in their schools.



U.S. DEPARTMENT OF EDUCATION
HOUSE APPROPRIATIONS COMMITTEE CUTS IN
THE PRESIDENT'S FY1999 PRIORITY EDUCATION PROGRAMS

July 16, 1998

"On balance, this bill fails to provide young Americans with the schooling and training that will be essential to their success as working adults, and to our success as a nation. The bill is fundamentally flawed. Overall, it cuts \$2 billion from our request for education investment, short-changing initiatives on education reform, on raising educational achievement for our children, and on providing focused help for students who need it most... This bill shortchanges investments in education, and if it were sent to me in its current form, I would have no choice but to veto it."

-President William Jefferson Clinton, July 14, 1998

(IN THOUSANDS OF DOLLARS)

Program	FY1998	President's FY1999 Request	House Appropriations Committee FY1999	Funds Denied	Impact
<u>America Reads Challenge</u> . Helps children to read well and independently by the end of the third grade	- 0 -	\$260,000	- 0 -	(\$260,000)	Would deny funding to schools and communities to help improve reading programs by linking home, school, and community efforts; providing tutoring connected to quality classroom instruction; improving teacher training in reading; and providing family literacy activities to help children become successful readers.
<u>21st Century Community Learning Centers</u> . Funds school-community partnerships to keep schools open after regular hours as safe havens for enhanced learning	\$40,000	\$200,000	\$60,000	(\$140,000)	Would deny participation of approximately 425,000 additional school-age children in before- and after-school programs that include tutoring, computer classes, arts, music and cultural programs, supervised recreation and community service opportunities in safe, drug-free environments.
<u>Extra Help in the Basics (Title I LEA Grants)</u> . Helps disadvantaged students learn the basics	\$7,375,232	\$7,767,000	\$7,375,232	(\$391,768)	Would deny funds that would help an additional 520,000 educationally disadvantaged children boost their basic skills and improve the entire academic programs in schools.
<u>Technology Teacher Training</u> . Helps to train new teachers to use technology in the classroom	- 0 -	\$75,000	- 0 -	(\$75,000)	Would deny specialized training to a large number of new teachers entering the profession to help them learn to maximize the use of technology to strengthen curriculum and enhance student learning.

Program	FY1998	President's FY1999 Request	House Appropriations Committee FY1999	Funds Denied	Impact
<u>Technology Literacy Challenge Fund.</u> Helps provide computers, software and technology training to schools	\$425,000	\$475,000	\$425,000	(\$50,000)	Would deny Federal funding to 400 school districts to provide students and teachers with access to classroom computers, training, and the latest educational software and telecommunications technology to improve teaching and learning in the core subjects.
<u>Safe and Drug-Free Schools (State Grants and National Programs).</u> Helps schools become safe, drug-free learning environments	\$556,000	\$556,000	\$556,000	—	The Committee failed to earmark \$125 million for competitive grants to support effective prevention efforts in up to 100 school districts with severe drug and safety problems and quality prevention plans.
<u>Safe and Drug-Free Schools Coordinators.</u> Places drug and violence prevention program coordinators in middle schools	- 0 -	\$50,000	- 0 -	(\$50,000)	Would deny 6,500 middle schools (almost one-half in the country) the benefit of a full-time expert to plan, design, and implement successful drug and violence prevention programs.
<u>Educational Opportunity Zones.</u> Helps to raise student achievement in high-poverty urban and rural communities	- 0 -	\$200,000	- 0 -	(\$200,000)	Would deny grants to approximately 35 high-poverty urban and rural school districts to improve low-performing schools, to strengthen educational accountability, and to provide families with broader choices within the public school system.
<u>Raise Educational Standards - Goals 2000.</u> Helps schools raise academic standards, improve teaching, expand the use of technology and increase parental involvement	\$491,000	\$501,000	\$245,500 ¹	(\$255,500)	Would reduce by half the number of grants to States to support comprehensive local reform efforts, and would help 6,000 fewer schools develop challenging State standards, coordinate student assessments, enhance teacher preparation and licensure requirements, and provide parental and community activities.
<u>Upgrade Teacher Skills - Eisenhower Professional Development (State Grants).</u> Improves teachers' skills in core academic subjects	\$335,000	\$335,000	\$285,000 ²	(\$50,000)	Would reduce the average State grant by \$950,368 and would deny Federal funds for improved professional development for a significant number of educators and other school personnel nationwide.
<u>Interagency Research Initiative.</u> Improves reading and math instruction	- 0 -	\$50,000	- 0 -	(\$50,000)	Would not fund a 5-year research initiative to develop strategies needed to improve the acquisition of reading and mathematics skills at the K-9 level, specifically focusing on critical periods in the cognitive development of children.

¹ The House Appropriations Committee removes the priority of raising standards in Goals 2000 by permitting the funds to be used as an unfocused, unaccountable block grant.

² The House Appropriations Committee removes the priority of providing sustained professional development for teachers in the Eisenhower program by permitting the funds to be unfocused, unaccountable block grant as an

Program	FY1998	President's FY1999 Request	House Appropriations Committee FY1999	Funds Denied	Impact
<u>School to Work</u> . Connects classroom learning to future careers and to real work situations.	\$200,000	\$125,000	\$75,000	(\$50,000)	Would reduce the average State grant by \$1,877,273 and the average grant for high-poverty urban and rural areas by \$121,000. Would significantly slow State and local efforts to provide career-related coursework and work-based learning experiences to substantially more than 1 million students in well over 3,000 high schools.
<u>High Hopes for College</u> . Gives disadvantaged students and their families pathways to college by connecting middle and high schools with colleges and universities	- 0 -	\$140,000	- 0 -	(\$140,000)	Would deny more than one million (over 5 years) at-risk, middle school students critical academic and support services such as mentoring, tutoring and college visits needed to raise educational expectations, increase academic achievement, and eliminate the barriers these students face in preparing for and pursuing a postsecondary education.
<u>Work-Study</u> . Helps students pay for college by working part time	\$830,000	\$900,000	\$850,000	(\$50,000)	Would deny approximately 57,000 students the opportunity to work and earn funds to help pay for college, learn general job-related skills and explore career opportunities while attending college.
<u>Teacher Recruitment and Preparation</u> . Helps to recruit and prepare talented, dedicated, and well-prepared teachers for America's classrooms	\$2,212	\$67,000	\$2,212	(\$64,788)	Would withhold funding for the President's plan to recruit, prepare and support excellent and diverse teachers by providing approximately 7,000 scholarships to help recruit new teachers for high-poverty urban and rural areas and to improve teacher preparation by establishing partnerships between schools and universities to give the teachers the best preparation possible.
<u>Learning Anytime Anywhere Partnerships</u> . Supports access to quality postsecondary education for underserved populations through the use of technology and related innovations	- 0 -	\$30,000	- 0 -	(\$30,000)	Would deny support to projects that would improve technology-based learning opportunities for individuals, such as the disabled, dislocated workers, those making the transition from welfare to work, and others who do not have easy access to traditional campus-based postsecondary education.
CUTS IN OTHER PRIORITY DISCRETIONARY EDUCATION PROGRAMS				(\$150,000)	

TOTAL CUTS IN THE PRESIDENT'S PRIORITY DISCRETIONARY PROGRAMS: - \$2 BILLION

SCHOOL CONSTRUCTION AND MODERNIZATION, AND CLASS SIZE REDUCTION

Program	President's Request	Senate- and House-Passed Budget Resolutions	Difference	Impact of House- and Senate-Passed Budget Resolutions
<u>School Construction and Modernization.</u> Provides Federal tax credits to pay interest on bonds — making them interest-free — to help local communities make their school bonds go much further in renovating and building needed schools	\$3.3 billion over 5 years ³ (\$21.8 billion in bonding authority for two years)	- 0 -	- \$3.3 billion over 5 years	Would not provide funds to build some 1,000 public schools and renovate more than 5,000 others to make them safer and less overcrowded, and to meet substantial enrollment increases and repair crumbling school facilities. Would make it much more difficult to have modern schools with smaller class sizes in communities throughout the country.
<u>Class Size Reduction.</u> Reduces class sizes in grades 1-3 to give children more personal attention and get them on the right track	\$1.1 billion in FY1999	- 0 -	- \$1.1 billion in FY1999	Would deny funds to schools to hire and train an additional 100,000 qualified teachers over the next 7 years to reduce class size, provide children with more individual attention, make classrooms more orderly and help children learn to read.

³ Joint Committee on Taxation estimate.