

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001a. fax	Suggested Roundtable Discussion Questions; RE: place of birth [partial] (1 page)	05/04/2000	P6/b(6)
001b. fax	Education Reform Roundtable Participants; RE: place of birth [partial] (1 page)	05/04/2000	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Anna Richter
OA/Box Number: 23734

FOLDER TITLE:

Education Reform Tour---May 3 & 4, 2000 [binder] [1]

2011-0638-S

ms147

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.

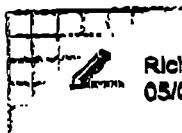
PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

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]

Education Reform Tour – May 3 & 4, 2000



Richard L. Siewert
05/03/2000 10:08:13 AM

Record Type: Record

To: Stephanie A. Cutter/WHO/EOP@EOP, Loretta M. Ucelli/WHO/EOP@EOP, Anna
Richter/OPD/EOP@EOP, Eric P. Liu/OPD/EOP@EOP
cc: See the distribution list at the bottom of this message
Subject: Groups Protesting Channel One

Did this come up in the vet of Channel One? What's our response?

Forwarded by Richard L. Siewert/WHO/EOP on 05/03/2000 10:03 AM



Gary Ruskin <gary@essential.org>
05/03/2000 09:53:12 AM

Record Type: Record

To: Richard L. Siewert/WHO/EOP
cc:
Subject: Groups Ask President Clinton Not to Appear on Primedia's Channel One

NEWS RELEASE

For Immediate Release:
Wednesday, May 3, 2000

For More Information Contact:
Gary Ruskin (202) 296-2787
Jim Metrock (205) 612-3376

Groups Ask President Clinton Not to Appear on Primedia's Channel One

A coalition of progressive, conservative and consumer organizations, media scholars and child advocates sent a letter today to President Bill Clinton urging him to cancel his appearance on Primedia's Channel One, scheduled for May 4. The letter follows.

Dear President Clinton:

On May 4th, you are scheduled to conduct a televised "WebSide Chat" on Primedia's Channel One, an in-school marketing company that promotes violent entertainment and other commercial fare to its captive audience of about eight million schoolchildren. Your appearance on Channel One is a tacit endorsement of that corporation's efforts to infuse the nation's classrooms with the degraded values of the commercial culture,

violent entertainment included. We urge you to reconsider.

In recent months, for example, Primedia's Channel One has shown ads for violent movies such as Supernova, The Mummy and The World is Not Enough. It uses the public schools and the compulsory schooling laws to corral a captive audience of impressionable children for these commercial enticements.

Following the school shootings in Pearl, West Paducah, Jonesboro, Springfield and Littleton, many parents are worried about school violence. The last thing they expect is that the public schools will become amphitheaters for the promotion of violent movies.

Mr. President, you have rightly criticized the marketing of violence to our children, and have asked the Federal Trade Commission and the Justice Department to investigate it.

"We know we can prevent more youth violence if we work together," you said on June 1, 1999. "Of course, the responsibility begins at home. It must be reinforced and supported at schools..."

Channel One directly contradicts this effort. It uses the public classrooms to promote body obsession and materialism as well as violence, which are huge problems for children. Few parents send their kids to school each day with the hopes they will be subjected to such values.

It is not fitting for you, our nation's chief executive, to so publicly embrace this corruption of the purpose of the public schools. Please reconsider your appearance on Channel One, for the good of our children.

Sincerely,

Charles W. F. Bell, Programs Director, Consumers Union
 Brita Butler-Wall, Chair, WA State PTA Committee on Commercial Influences on Children in Schools
 Roy F. Fox, Assoc. Prof. of Eng. Ed. & Lit., U. of MO-Columbia; author, Harvesting Minds
 George Gerbner, President and Founder, Cultural Environment Movement; Dean Emeritus, Annenberg School of Communication
 Michael F. Jacobson, co-author, Marketing Madness
 Diane Levin, Professor of Education, Wheelock College; author, Remote Control Childhood
 Robert McChesney, Research Associate Professor, U. of Illinois at Urbana-Champaign; author, Rich Media, Poor Democracy
 Jim Metrock, President, Obligation, Inc.
 Mark Crispin Miller, Professor of Media Ecology, New York University
 Gary Ruskin, Director, Commercial Alert
 Phyllis Schlafly, President, Eagle Forum
 Donald E. Wildmon, President, American Family Association

← letter ends here →

Commercial Alert opposes the corporate exploitation of children and the

excesses of advertising, marketing and commercialism. For more information about Primedia's Channel One, see Commercial Alert's web page at <http://www.essential.org/alert/channel_one/index.html>. Commercial Alert's web site is at <<http://www.essential.org/alert/>>.

-30-

Gary Ruskin | Commercial Alert
1611 Connecticut Ave. NW Suite #3A | Washington, DC 20009
Phone: (202) 296-2787 | Fax (202) 833-2408
<http://www.essential.org/alert/> | <mailto:gary@essential.org>

Message Copied To:

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Nanda Chitre/WHO/EOP@EOP
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Jason H. Schechter/WHO/EOP@EOP
Mark A. Kitchens/WHO/EOP@EOP

May 3, 2000 FINAL

MEMORANDUM FOR THE SECRETARY OF EDUCATION

Subject: Additional Guidelines for Charter Schools

This Administration has taken landmark steps to help states and localities improve educational opportunities for students by providing much needed resources to reduce class size, improve teacher quality, and expand summer school and after-school programs. Last year, for the first time ever, the Federal Government provided funds to states and localities specifically to intervene in low-performing schools. Our School Improvement Fund will provide \$134 million to states and localities this year to help them turn around low-performing schools. In addition, through the 1994 reauthorization of the Elementary and Secondary Education Act and Goals 2000, states have developed standards and accountability systems to identify schools that are low performing. Already, we are seeing results from this focus on standards-based reform and greater investment including a rise in test scores among our most disadvantaged students. Nonetheless, much work still remains to be done. In too many communities, predominately low-income communities, there is still a shortage of high quality educational options available to students.

One of the most heartening educational trends under this Administration is the extraordinary growth of public charter schools during our time in office. In 1992, when this Administration was voted into office, there was only one charter school in the country, City Academy in St. Paul, Minnesota. Since then, because of strong leadership at the local, state, and federal level, the number of charter schools has exploded and it is now estimated that there are more than 1,700 charter schools nationwide. The Federal Government has invested almost \$400 million in charter schools since 1994 and advocates of charter schools credit this investment for the remarkable growth of charter schools. The Budget that I sent to Congress this year will provide \$175 million for charter schools in FY2001. By 2001, this program will have helped nearly 2,400 charter schools since its inception supporting our goal of creating 3,000 public charter schools by 2002.

Charter schools are a vital engine of school reform because they promote accountability for results, competition, and choice within the public system. Unlike vouchers, which do nothing to increase the number of high quality educational options for students in a community, charter schools allow local community groups, teachers, or parents to open public schools that meet their needs. And, unlike vouchers, charter schools do not drain taxpayer dollars from the public school system and are accountable to the public for results. Because charter schools are truly community-based schools created by local communities to address their own particular needs, it is essential that all institutions in a community understand how they can play a role with regard to charter schools. Every entity that can play a positive role in school reform needs to be

engaged in ensuring that children and parents have high quality public schools and choices among those public schools.

Among the community institutions that can provide important support for the goals of charter schools are local faith-based and business institutions. Both harbor resources that can support the efforts of charter schools to create high-quality, innovative learning environments that serve all children and help them to meet high standards.

Faith-based and community-based organizations play an important role in feeding the hungry, caring for the sick, and educating our children in communities around this nation. Already many faith and community-based organizations partner with government at the federal, state, and local level to help our nation's families. Under this Administration, faith-based organizations have also become eligible to receive federal funds in an array of social programs on the same basis as other community-based organizations, consistent with the constitutional line between church and state. For example, states can use their welfare reform funds to contract with faith-based organizations on the same basis as other non-government providers to provide services such as job preparation, mentoring, childcare, and other services to help families moving from welfare to work. The 1998 Human Services reauthorization similarly allows faith-based organizations to provide services under the Community Services Block Grant to reduce poverty, revitalize low-income communities, and help low-income families become self-sufficient.

Vice President Gore and I support such efforts and believe we can do even more to increase the valuable partnership role religiously-affiliated and community-based organizations can play in addressing some of the most important issues facing our families and communities. The Administration has proposed to increase the involvement of such organizations in education, housing, community-development, criminal and juvenile-justice programs, in breaking the cycle of teen pregnancy, and in promoting responsible fatherhood and helping families move from welfare to work. To help support these worthy causes, our budget will provide tax breaks to encourage all Americans to give to charity.

Schools and faith communities should be reaching out to each other, in constitutional ways, to support their common goals for children and families. There are successful partnerships between public schools and faith communities across the nation in after-school programs, school safety, discipline and student literacy. These range from mentoring programs jointly run by schools and interfaith groups to statewide summits on the role of faith-based groups in college preparation. In 1995, we sent every school district in the country the guidebook *Religion in the Public Schools: A Statement of Principles*. Last December, building on those principles I announced a comprehensive set of guidelines to be mailed to every public school in the nation and to leading religious organizations encouraging greater cooperation, within constitutional limits, between public schools and community groups, including faith-based organizations. The guidelines emphasized both the protection of private religious expression in schools and the prohibitions against coerced student participation in religious expression. These guidelines were the culmination of the Administration's four-year effort to forge consensus on the role of religion in the schools.

Likewise, business institutions have proven themselves to be valuable partners in helping schools and districts better prepare students to develop the skills and knowledge they need to be part of the twenty-first century workforce. Over the last two decades, businesses have played a leadership role at the local, state and national levels in supporting the need for schools reform and advancing the standards-based movement. Although school-business partnership can be little more than a donation, there are many examples across the country of businesses that are working actively with schools to help improve the quality of public education. In these partnerships, businesses are working to help bolster school curricula, train teachers, implement technology effectively, offer mentors and tutors to students, and provide lessons in management and leadership. If this nation's public schools are to offer the kind of high-quality education that prepares students for the world of work and active citizenship, then businesses must play a key role in this process.

Businesses have much to offer the charter movement. Because charter schools are exempt from many regulations governing traditional public schools, they have more freedom to develop innovative educational programs and to partner with business institutions in creative ways. Currently, there are over 100 employer-linked charter schools in operation across the country. These schools vary from those offering very focused career preparation, to those that incorporate modest exposure to jobs, careers, and employers. What they share in common are innovative environments that offer work-based and career-focused educational experiences for students from a wide variety of backgrounds.

But I believe that businesses can do more to work with charter schools to develop stimulating educational environments that prepare our students for the challenges of the workforce in the twenty-first century. I especially believe that employer-linked charter schools offer a new range of possibilities for those students who are not finding success in our more traditional public schools.

Accordingly, because there is still a great deal of confusion about how different entities can be involved in the charter movement, I would like you to work together with the Department of Justice to develop guidelines to be released prior to the 2000-2001 school year to help faith-based and other community-based and business institutions understand the role they can play in the charter school movement. Public charter schools must be non-sectarian and non-discriminatory in their admissions and practices. In addition, as with other public schools, charters schools should not offer opportunities for the commercial exploitation of its students and/or its mission. However, there are numerous ways that faith-based groups and employers can play a positive role in creating and supporting public charter schools, just as other community organizations do. These guidelines would augment the existing guidelines for public charter schools and the guidelines for religious expression in public schools that I released in December.

Increasing the quality of education in this country for disadvantaged students is a national priority but requires the active involvement of every affected community. In economically distressed communities, faith-based organizations and business partners can play critically important roles in providing needed support services and job-focused experiences for students who too often lack either. Ensuring that faith-based and business institutions can play a vigorous

Clinton Kicks Off Education Tour

By Sonya Ross
Associated Press Writer
Wednesday, May 3, 2000

OWENSBORO, Ky. — President Clinton kicked off a two-day education tour here today, reading the classic "Charlotte's Web" with fourth-graders to underscore Kentucky's success in turning around schools where most students — and academic performances — were poor.

Clinton toured the 450-student Audubon Elementary School, now ranked second statewide in writing proficiency. Here, 57 percent of students are identified as highly skilled at writing, up from 12 percent in 1994. Similarly, 70 percent of students are proficient at reading, up from 5 percent in 1994, and 64 percent are performing well at science, an area none were able to master six years ago.

"We can have the kind of educational excellence we need for every child in the country if people will take the basic things you have done here and do them," Clinton said. "Don't tell me all children can't learn. Income is not destiny."

Clinton said the chapter of Charlotte's Web he read, "The Miracle," was fitting for today's visit. In that chapter, Charlotte the spider weaves a compliment to a pig in her web, sparing his life.

"The pig is not sent off to make bacon. It's a pretty good story for real life, I think," Clinton said. "I may recommend it to the Congress when I get home."

Audubon's success has been attributed to reforms implemented under Gov. Paul Patton that routed resources into Audubon and other schools in high poverty areas. Using federal funds, Audubon hired new teachers and pared class sizes down to 15 to 22 students.

Among those hired was Crystal Davidson, who teaches third- and fourth-grades. Clinton led her class in a reading comprehension exercise, having the 19 students take turns reading passages from Charlotte's Web and explaining the tougher words like "exertion" and "bewilderment."

"Very good. That's very good," Clinton told the children. The session was carried live on local television stations.

Later today, Clinton was taking his tour to Davenport, Iowa. On Thursday, he was visiting St. Paul, Minn. and Columbus, Ohio, then returning to Washington.

Clinton hopes the tour will call Congress' attention to his \$250 million Education Accountability Fund, which would provide resources for states to use in improving failing schools. But he also provided a campaign springboard for Vice President Al Gore, who was to discuss education issues on Friday in Michigan.

The president's tour added more fuel to his election-year fight with Republicans over budget priorities and the ever-growing federal surplus. Last month, the House and Senate approved a \$1.83 trillion package that includes large tax cuts and reductions in many domestic programs.

Within that fight is another skirmish over GOP-backed measure to provide vouchers for poor families to finance private or parochial school if they want to take their children out of a failing public school. Clinton advocates national standards and charter schools, which are public schools created by parents and teachers and run with exemptions from most state laws and regulations.

The Republican National Committee criticized Clinton's agenda as a formula for centralizing federal control over local schools and a concession to teacher unions.

"Bill Clinton and Al Gore are so beholden to partisan teachers' bosses that they refuse to take control, or

money, out of Washington," said RNC spokesman Chris Paulitz. "Gov. Bush and Republicans believe the power to reform education belongs in the hands of people who know our children's names."

House Education Committee Chairman Bill Goodling, R-Pa., called Clinton's effort to recognize education reform in places like Kentucky "appropriate." But he dismissed an aspect of Clinton's proposal that blocks parents from transferring their children from poor-performing schools for three years.

"Those are three years in which the die is cast as to whether the child will ultimately succeed or fail academically," Goodling said. "I am not willing to take those risks with the children who will be the future of our nation."

On the Net:

The White House: www.whitehouse.gov

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Clinton Kicks Off Education Tour

By Anne Gearan
Associated Press Writer
Wednesday, May 3, 2000

OWENSBORO, Ky. — The students of Audubon Elementary are examples of some of President Clinton's favorite education maxims — chief among them that poor children can learn just fine, thank you.

"Income is not destiny," Clinton said Wednesday after a tour of the school in an agricultural patch of western Kentucky where two-thirds of the students qualify for free or subsidized school lunches. It was the start of two days of visits to public schools where students are beating long odds.

He also announced a new federal report-card system for low-performing schools. The Education Department will compile a list of such schools and what they are doing to improve, and teams of federal experts will try to help, Clinton said.

At Audubon, teacher Crystal Davidson was hired through a federal program to reduce class size, which studies show greatly improves student performance. She told the president she is known at school as a "Clinton teacher."

The class-size program, which has won some support in Congress, helps local school districts subsidize the hiring of new teachers, although it often does not cover the entire cost.

Clinton wants to hire 100,000 new teachers nationwide this way, as well as building or modernizing 6,000 schools.

Audubon was among the state's worst in 1994. It now ranks 18th in the state in overall student performance and second statewide in writing skills.

The school was Clinton's first stop on a two-day tour of education success stories in the Midwest. Each school exemplifies a different component of Clinton's plan to lower class sizes, modernize schools and increase community and parental involvement in public education.

"We can have the kind of educational excellence we need for every child in the country if people will take the basic things you have done here and do them," Clinton said at Audubon, where federal dollars helped reduce the class size to between 15 and 22 students.

Later Wednesday, Clinton visited a Davenport, Iowa, high school built in the early 1900s that soon will get high-tech communications and science equipment.

"I want every single school in America to be a school of the future," Clinton told the Central High students. "You need it, you deserve it and if Congress will pass my proposals, you will get it."

Back in Washington on Wednesday, the House agreed to live up to a promise made a quarter-century ago by backing a gradual increase in federal aid to special education from \$5 billion this year to \$25 billion in 2010.

Full funding for the Individuals With Disabilities Education Act has been a top priority of Republicans, but the 421-3 vote reflected strong backing from Democrats as well. The money would still have to be approved in annual budget bills.

On Thursday Clinton planned stops at a public charter school in St. Paul, Minn., and an elementary school in Columbus, Ohio, where improvements are just getting started.

The tour is also meant to tweak congressional Republicans who have been cool to many of his education

plans. The Senate is scheduled this week to take up an education bill that the White House calls a setback to education reform. Last month, both the House and Senate approved a \$1.83 trillion package that includes large tax cuts and reductions in many domestic programs.

A second battle involves a GOP-backed measure to provide vouchers for poor families to finance private or parochial school if they want to take their children out of a failing public school. Clinton advocates national standards and charter schools, which are public schools created by parents and teachers and run with exemptions from many state laws and regulations.

The Republican National Committee criticized Clinton's agenda as a formula for centralizing federal control over local schools and a concession to teacher unions.

"Bill Clinton and Al Gore are so beholden to partisan teachers' bosses that they refuse to take control, or money, out of Washington," RNC spokesman Chris Paulitz said.

Clinton clearly enjoyed a made-for-the-cameras reading session Wednesday with Davidson's third- and fourth-graders.

Some in the class breezed through passages of the E.B. White classic, "Charlotte's Web."

Others followed along with their fingers as they read, or stumbled a bit over tough words such as "exertions." That, Clinton told them, "is a fancy word for 'effort.'"

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**Evolution and the Ohio House
Q&A
May 4, 2000**

- Q: On Tuesday, a bill was introduced in the Ohio House to require public school teachers to teach the pros and cons of evolution. Does the Administration have a comment?**
- A: While the federal government has a significant role to play in ensuring that all our children have access to high-quality education, curriculum decisions are appropriately made at the state and local level.
- Q: Do the Administration's "Guidelines for Religious Freedom" address this issue?**
- A: Although we have not seen the text of the bill, it would appear that the proposal concerns the state's science curriculum, not religious freedom or expression.

 Lisa Ferdinando
05/03/2000 06:37:46 PM

Record Type: Record

To: Anna Richter/OPD/EOP@EOP

cc:

Subject: Interview requests for Eric

Minnesota Public Radio

Contact: Bill Buzenburg / Sarah Myer

Phone: 651-227-6000

651-290-1592

Time: 10:45am Central Time

This is a network of 30 stations throughout the state of Minnesota reaching 98% of the state as well as border communities in 7 states including the Dakotas, Iowa, Wisconsin, and Canadian Provinces

WCCO Radio, Minneapolis, MN

Contact: Steve Enck

Phone: 612-370-0617

Studio: 612-370-0928

Time: TBD

WCCO is a CBS affiliate station, 50,000 watt, full service AM station, cover news and information, reaches over a million listeners a week, top in the 25-54 age group. This is an AM clear channel radio station that can be picked up at night in most parts of the country

KSTP

Minneapolis, MN

Contact: Tom Goodrich

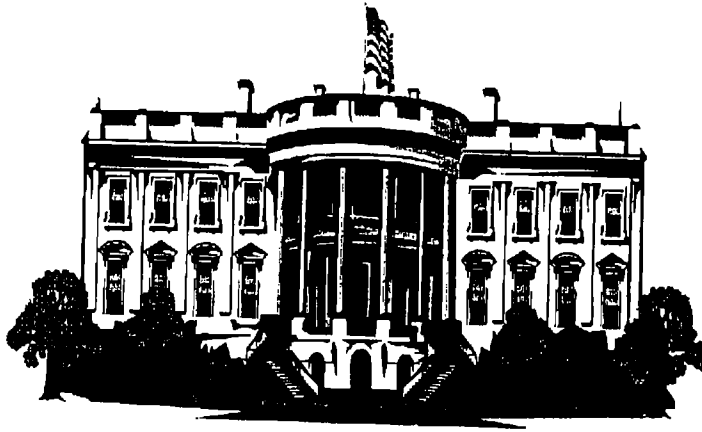
Phone: 651-647-2908

651-647-2912

Time: 7:20am Central Time

Format: Talk / news, morning show

**Please leave a message tonight at 651-647-2933 on the status of the KSTP interview request*



DL
040032Z
SR040

FAX COVER SHEET

ERIC LIU
DEPUTY ASSISTANT FOR DOMESTIC POLICY
THE WHITE HOUSE
WASHINGTON, DC 20502
PHONE: 202/456-5565 • FAX: 202/456-2878

DATE: 5/3/2000 NUMBER OF PAGES (INCL. COVER): _____

FROM: Anna Richter

TO: ERIC LIU

FAX: _____

COMMENTS: Attachments: ① Radio Opps -

② UN O&A & Evolution O&A

③ Final Charter Guidelines -
can you give to Andy?

④ Wire Stories (2)

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Lisa Ferdinando
05/03/2000 06:37:46 PM

Record Type: Record

To: Anna Richter/OPD/EOP@EOP

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KSTP

Minneapolis, MN

Contact: Tom Goodrich

Phone: 651-647-2908

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Format: Talk / news, morning show

**Please leave a message tonight at 651-647-2933 on the status of the KSTP interview request*

May 3, 2000

**REMARKS TO CITY ACADEMY AND CHANNEL ONE
NETWORK "WEBSITE" CHAT**

DATE: May 4, 2000
LOCATION: City Academy
St. Paul, MN
EVENT TIME: 8:50am – 10:30am
FROM: Bruce Reed

I. PURPOSE

To highlight the success of the charter school movement and to unveil new steps to help charters, and challenge communities around the country to create more high quality public charter schools to increase choice and competition in public education.

II. BACKGROUND

City Academy is the nation's first charter school and was the only charter school in operation when you were elected in 1992. Thanks in part to your leadership, there are now over 1,700 charter schools. You will meet with students from City Academy, release an Executive Memorandum directing the Secretary of Education to develop guidelines for businesses and faith-based organizations to help charter schools succeed, announce the release of \$16 million in new grants and \$121 million in continuation grants for charter schools, and participate in an online website chat with students from around the country. May 1-5 is National Charter Schools Week and you will take this opportunity to challenge communities to create more high quality public charter schools to increase choice and competition in public education.

AWARDING NEW GRANTS TO EXPAND THE CHARTER SCHOOL

MOVEMENT. When you were first elected, there was only one public charter school open in the United States. Now, thanks in part to almost \$400 million in federal funding and efforts to disseminate effective strategies, there are now 1,700. Thirty-six states, Puerto Rico and the District of Columbia now have laws on the books that enable the creation of charter schools. Your FY 2001 budget includes a \$30 million increase in funding for charters, bringing total funding to \$175 million annually. Today, you will announce the release of \$16 million in new grants to charter schools and \$121 million in continuation grants.

DRAWING SUPPORT FROM BUSINESSES AND FAITH-BASED GROUPS. You will also release an Executive Memorandum that calls on the Secretary of Education to develop guidelines explaining how business groups and faith-based organizations can be involved with charter schools. There are now more than 100 employer-linked charters nationwide. Likewise, although charter schools must be non-sectarian in their admissions and practices, faith-based groups can play a positive role in creating and supporting public charter schools. There are successful partnerships between public schools and faith communities across the nation in after-school programs, school safety, discipline and student literacy.

ONLINE WEBSITE CHAT WITH STUDENTS FROM AROUND THE COUNTRY. You will participate in a live "Webside Chat," hosted by ChannelOne.com, with middle school and high school students from across the country. In the tradition of President Franklin Roosevelt's Fireside Chats, you will use the Internet to communicate directly with students on a range of topics.

III. PARTICIPANTS

Greeters:

Representative Bruce Vento
Governor Jesse Ventura (T)
Mayor Norm Coleman
Milo Cutter, Principal, City Academy

Program Participants:

YOU

Representative Bruce Vento
Governor Jesse Ventura (Tentative)
Milo Cutter, Director, City Academy
Tomas Gonzalez

*Norm
Coleman
Mayor*

Webside Chat Participants:

YOU

Tracy Smith, Senior Correspondent/Anchor, Channel One Network

IV. PRESS PLAN

Remarks -- Open Press.
Webside Chat -- Open Press.

V. SEQUENCE OF EVENTS

- **YOU** will be greeted by Representative Bruce Vento, Governor Jesse Ventura (T), Mayor Norm Coleman ~~(X)~~, and Milo Cutter upon arrival to City Academy.

- **YOU** will be announced onto the stage, accompanied by Representative Bruce Vento, Governor Jesse Ventura (I), Milo Cutter, and Tomas Gonzalez.
- Milo Cutter, Principal, will make brief welcoming remarks and introduce Representative Bruce Vento.
- Representative Bruce Vento will make brief remarks and introduce Governor Jesse Ventura (T).
- Governor Jesse Ventura (I) will make brief remarks and introduce student.
- Tom Gonzalez will make brief remarks and introduce **YOU**.
- **YOU** will make remarks.
- **YOU** will proceed to a stool to begin the “webside” chat.
- Tracy Smith will make opening remarks and introduce **YOU**.
- **YOU** will make opening remarks.
- Tracy Smith will begin the “webside” chat, and you will participate in a question and answer session.
- Upon conclusion of the question and answer session, **YOU** will make brief concluding remarks.
- Tracy Smith will conclude the “webside” chat.
- **YOU** will exit the stage, work a ropeline, and depart.

VI. REMARKS

To be provided by Speechwriting.

May 3, 2000

ROUNDTABLE ON REFORMING AMERICA'S SCHOOLS

DATE: May 4, 2000
LOCATION: Eastgate Elementary School
Columbus, OH
EVENT TIME: 3:55pm – 5:40pm
FROM: Bruce Reed

I. PURPOSE

Concluding your School Reform Tour, you will highlight your education reform agenda with a roundtable discussion of what works with educators, parents, and students at Eastgate Elementary School. You will also call on Congress to pass an education budget and education accountability bill to invest in our nation's schools and demand more from them.

II. BACKGROUND

The Columbus Public Schools are achieving measurable results in some of their lowest-performing schools by demanding more through high standards and real accountability, and by investing more in smaller classes, reading, and teacher quality. Joining with educators, parents and students in a roundtable discussion.

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REFORMS THAT WORK. The Columbus Public Schools are applying a number of proven strategies: reducing class size, improving teacher quality through mentoring and peer review, providing after-school help, and ending social promotion the right way. You will take part in a

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INVESTING IN OUR SCHOOLS AND DEMANDING MORE FROM THEM.

You will conclude your School Reform Tour by calling on Congress to send you legislation that invests more in our schools and demands more from them. Your plan would increase accountability and invest in successful strategies such as reducing class size, expanding after-school and summer school programs, modernizing schools, and improving teacher quality to ensure that all students receive the high quality education they need, and your budget includes a \$4.5 billion increase in education funding – up 12 percent from last year. You have also sent Congress strong accountability legislation that would continue the work of identifying low-performing schools, require states to end out-of-field teaching, end social promotion the right way by ensuring that all students can meet high standards, and require school report cards for parents.

III. PARTICIPANTS

Greeters:

Rosa Smith, Superintendent, Columbus Public Schools
Barbara Blake, Principal, Eastgate Elementary School
John Grossman, President of Columbus Education Association
Gary Allen, President of Ohio Education Association

Program Participants:

YOU

Barbara Blake, Principal, Eastgate Elementary School

Roundtable Participants:

YOU

List of participant bios.

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Ropeline with Students – Pool Press.
Remarks and Roundtable – Open Press.

V. SEQUENCE OF EVENTS

- **YOU** will be greeted by Rosa Smith, Superintendent, and Barbara Blake, Principal, upon arrival.
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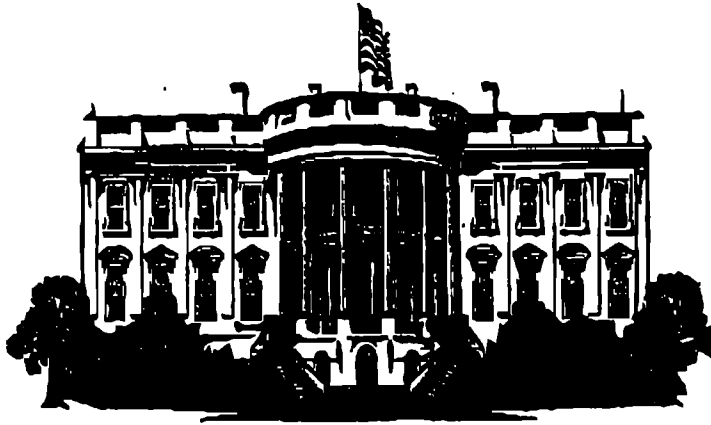
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VI. REMARKS

Roundtable Discussion – See suggested discussion sequence attached.
Remarks – To be provided by speechwriting.

VI. ATTACHMENT

- Suggested Discussion Sequence and Questions.



JS

SR015

03 MAY 00

1455Z

FAX COVER SHEET

ERIC LIU
DEPUTY ASSISTANT FOR DOMESTIC POLICY
THE WHITE HOUSE
WASHINGTON, DC 20502
PHONE: 202/456-5565 • FAX: 202/456-2878

DATE: 5/3/2000 NUMBER OF PAGES (INCL. COVER): 4

FROM: Anna Richter

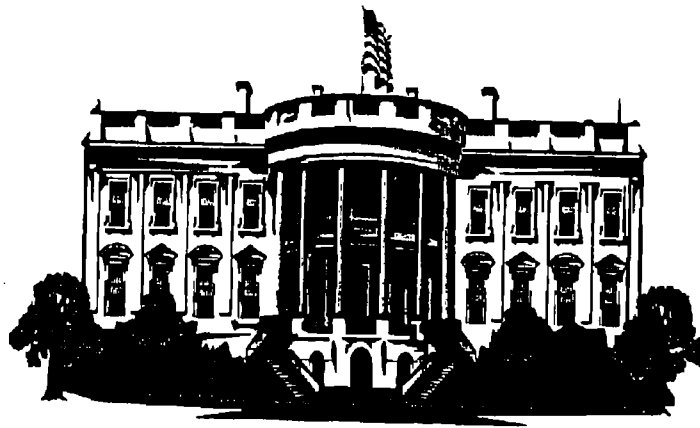
TO: Karin Kullman & Eric Liu

FAX: _____

COMMENTS: Please deliver ASAP —

UNCLASSIFIED

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FAX COVER SHEET

ERIC LIU
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THE WHITE HOUSE
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PHONE: 202/456-5565 • FAX: 202/456-2878

SR017
03 MAY 00
1659

DATE: 5/3/2000 NUMBER OF PAGES (INCL. COVER): 6
FROM: ANNA RICHTER
TO: ERIC LIU
FAX: _____

COMMENTS: ① Internet Gambling Memo — Please contact Roadrunner when have
edit it — I think
② Additional Q&A on _____ they want this to go in
~~XXXXXXXXXX~~ KY #5 — tonight or tomorrow am —

UNCLASSIFIED BUT SENSITIVE

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Questions for the President
Education Roundtable
Eastgate Elementary
May 4, 2000

DRAFT

Mayor Coleman
CEA Dee Morgan
Barbara Blake
Class size teacher tbd
Troops to teacher teacher
School uniform teacher
Parent with kids in school

Questions for Mayor Coleman:

I have heard a lot about your education initiatives. They are on the edge, new stuff, what is it that you are doing?

I understand you have an education forum tomorrow focusing on after school programming. What are your goals for after-school?

If school reform is effective what are the benefits to the economic vitality of Columbus?

When you look at education as a whole what are some of your larger concerns?

Questions for Principal Barbara Blake:

A lot of people say that class size isn't important and criticize my class size program. Here at Eastgate, you're reducing class size is it having an effect?

You have a lot of public private partnerships here, how do those work and how do they help the students here?

If we in Washington could do one thing for you that would help you better serve these students, what would that be?

Questions for Chief Academic Officer Dee (sp?) Morgan?

You all are turning around your low-performing schools here in Columbus, tell me some about how you're doing that?

You all have a pioneering teacher quality initiative here in Columbus, you Peer Assistance Review program, I know it's a model nationwide, tell me about how it works and how it improves academics?

What kind of professional development do you do for your teachers in Columbus?

Questions for school uniform teacher:

What prompted your school to decide to adopt school uniforms?

What kind of opposition did you face in developing and implementing the school uniform policy?

Do you think the school uniform policy has effected the students' discipline, social interaction or academic achievement?

Questions for class size teacher:

How has the learning environment in the classroom changed since there are fewer students in each class?

How has having fewer children in each class affected your teaching methods?

What changes have you noticed in the kids in your class since they are able to get more time with you individually?

Questions for Troops to Teachers teacher:

Why did you decide to become a teacher?

What was it like becoming a teacher in mid-career?

How do you think your previous experience has helped you in the classroom?

Questions for parent:

Eastgate has a program that encourages teachers to meet with students at their homes, what do you think of this program?

Are schools adequately preparing your child for high school and college?

As a parent, what is your biggest concern about schools?

THE WHITE HOUSE
WASHINGTON

May 3, 2000

ROUNDTABLE ON REFORMING AMERICA'S SCHOOLS

DATE: May 4, 2000
LOCATION: Eastgate Elementary School
Columbus, OH
EVENT TIME: 3:55pm – 5:40pm
FROM: Bruce Reed

I. PURPOSE

Concluding your School Reform Tour, you will highlight your education reform agenda with a roundtable discussion of what works with educators, parents, and students at Eastgate Elementary School. You will also call on Congress to pass an education budget and education accountability bill to invest in our nation's schools and demand more from them.

II. BACKGROUND

The Columbus Public Schools are achieving measurable results in some of their lowest-performing schools by demanding more through high standards and real accountability, and by investing more in smaller classes, reading, and teacher quality. Joining with educators, parents and students in a roundtable discussion.

REDUCING CLASS SIZE TO INCREASE STUDENT ACHIEVEMENT. You will highlight the impact in Columbus of your initiative to hire 100,000 new teachers to reduce class size in the early grades. The Columbus Public Schools used funding from your initiative to add 58 teachers in 13 elementary schools, targeting funds to the lowest-performing schools as part of a broader effort to turn them around. With these additional teachers, all of whom are fully certified, the Columbus Public Schools have been able to reduce class sizes in grades 1-3 by about 10 students per class to an average of 15 students. At Eastgate Elementary test scores are up after just one year of this intensive effort. The percentage of 4th-graders who are proficient in reading has gone from 9.5 percent to 45.4 percent, and in math, from 9.5 percent to 30.3 percent in just one year. Science and writing scores are up as well at the school.

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Program Participants:

YOU

Barbara Blake, Principal, Eastgate Elementary School

Roundtable Participants:

YOU

List of participants and bios attached.

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Ropeline with Students – Pool Press.

Remarks and Roundtable – Open Press.

V. SEQUENCE OF EVENTS

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VI. REMARKS

Roundtable Discussion – See suggested discussion sequence attached.
Remarks – To be provided by speechwriting.

VI. ATTACHMENT

- Suggested Discussion Sequence and Questions.

SUGGESTED ROUNDTABLE DISCUSSION QUESTIONS

May 4, 2000

Rosa Smith – Superintendent, Columbus Public Schools. Rosa Smith has served as the Superintendent of the Columbus Public Schools since September 1997. Her initiatives include reshaping the district's reading program, expanding student access to technology by establishing a computer to student ratio of 1:5 and purchasing 13,400 new computers, and reforming high schools by raising standards and offering career-related coursework. Prior to coming to Columbus Public Schools, she served as Superintendent of Schools for the Beloit School District in Wisconsin, and was selected by the Wisconsin Association of School District Administrators as the 1997 Superintendent of the Year. Dr. Smith also has worked as a teacher in South Bend Public Schools in Indiana and St. Paul Public Schools in Minnesota.

Questions:

- You are turning around your low-performing schools here in Columbus. How are you doing that?
- I understand you are focusing on reading here. Tell me more about what you are doing to ensure that students are learning to read well?

Barbara Blake – Principal, Eastgate Elementary School. Barbara has been the Principal of Eastgate Elementary School since 1989, and has focused on improving the overall reading and mathematics skills of her students. To accomplish this goal, Barbara has worked with her staff of teachers to develop innovative teaching strategies, utilize the latest reading programs, and increase overall time that the students spend on reading and math. Because of Ms. Blake's commitment, the test scores of her students have improved dramatically.

Ms. Blake also instituted a teacher-home visits program, which requires teachers to visit students and parents at home to increase communication between the school and the family, and improve the overall education for the student. She has worked in the field of education for 22 years, previously as an elementary school teacher in Ohio. Throughout her career, she has received a number of awards, including Ohio's Teachers of the Year for Social Studies Award; the Jennings Scholar Award; Ohio Excellent Teaching in the Field of Economics Award; Columbus Board of Education commendations; and Woman of the Year for the National Association of University Women. She has also been recognized by Who's Who Among Black Women.

Questions:

- Here at Eastgate, you have been reducing class sizes, but many people say that class size is not important. What kind of effect is smaller classed having on your school?
- Tell us about the home visits program you started and the impact it is having on teachers, students and their families.

Heather Knapp – Teacher, East Linden Elementary School. Heather was hired with the help of federal class-size reduction funds in the fall of 1999 as a first-grade teacher at East Linden Elementary School. Ms. Knapp team-teaches a class of 18 first-graders with Karen Johnston, a 25-year veteran of Columbus public schools. Due to a large immigrant population in Columbus, students in early grades often lack adequate reading and language skills. Thanks to their small class size and ability to team teach, Ms. Knapp and Ms. Johnston are able to give individual attention to the students falling behind because of a language barrier. Without the federal class-size reduction funds, both Ms. Knapp and Ms. Johnston would each be teaching a first-grade class with over 30 students. Prior to coming to East Linden, Ms. Knapp taught pre-school and worked as a nanny. She graduated in 1996 from Ohio University with a teaching degree.

Questions:

- How has class size effected your quality of instruction?
- Have you noticed a correlation between student performance and class size?

John Grossman, President, Columbus Education Association. Mr. Grossman has served as the President of the Columbus Education Association, an affiliate of the National Education Association (NEA), since 1978. John was instrumental in implementing the Peer Assistance & Review Program (PAR) program in Columbus. This partnership, with the Columbus Public Schools and the Columbus Education Association, provides a "coaching/mentoring" program so that successful teachers can help new teachers develop the skills they need to increase teacher quality. In a system of over 4,8000 teachers, PAR has served almost 3,300 teachers since its beginning in 1986, through the 1996-97 school year. Mr. Grossman is a former Vice Chair for the NEA Commission on the Crisis of the Urban Child, and served on the NEA Legislative Committee for four years. Currently he is a charter member of the TURN Network, on the Holmes Partnership Board, Co-Chair of the Unite Project, and Vice President for the Midwest region for the Holmes Partnership.

Questions:

- How has the Peer Assistance Review Program helped the teachers in Columbus that you represent?
- Teacher Quality is an important concern nationwide. Aside from the Peer Assistance Review Program, what else are you doing to ensure the teachers here have the skills they need to be successful teachers?

Michael B. Coleman – Mayor of Columbus, Ohio. Mayor Coleman took office on January 1, 2000, as Columbus' first Democratic Mayor in 28 years and first African American mayor. Mayor Coleman created the first Office of Education, which works to coordinate the efforts of the city, families and schools to help develop after-school opportunities for children city-wide. Prior to becoming mayor, Coleman served as President of Columbus City Council. Since he was first elected to Council in 1992, he focused his efforts on enhancing the economic vitality of neighborhoods and generating jobs for residents. On Friday, May 5, the Mayor will host an

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001a. fax	Suggested Roundtable Discussion Questions; RE: place of birth [partial] (1 page)	05/04/2000	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Anna Richter
OA/Box Number: 23734

FOLDER TITLE:

Education Reform Tour---May 3 & 4, 2000 [binder] [1]

2011-0638-S

msl47

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]
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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]
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- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

[0014]

education conference – “The Promise of After-School: A Forum on Extended Day Programs in Columbus” – which will focus on the benefits of extended-day programs in helping schools, parents and communities meet their goals.

Questions:

- I have heard a lot about your education initiative, specifically your work on after-school. Can you tell us more about what you are doing here in Columbus?
- If the school reform efforts you're undertaking are successful, what do you think the benefits will be economically for Columbus?

Linda Hochtger – Parent, East Columbus Elementary School. Linda and her husband, Ray, have four boys, ages 9, 13, 14 and 15, who are all in the Columbus Public School System. Linda and Ray both volunteer full time at their 9 year old's school, East Columbus Elementary School, which received a federal “21st Century Community Learning Center” grant to start an after-school program. The after-school program includes a 4th grade proficiency tutoring program to help students prepare for their proficiency tests. Linda's youngest son participated in the program, and Linda believes the extra help definitely helped her son. The after-school program also offers homework assistance for students and programs on “kindness and justice.” Linda's 15 year-old son also volunteers at the school by baby-sitting children of adults who participate in the adult education/computer courses that are offered at the school.

Questions:

- You volunteer at the after-school program at your son's school. How did this program start and what kind of activities does it include?
- Can you tell me about your son's experience with the fourth-grade proficiency tutoring offered during the after-school program?

Laura Avalos-Arguedas – Americorps, City Year. Laura is a City Year-Americorps volunteer in Columbus. Laura was born in [REDACTED] P6(b)(6) and moved to the United States with her family when she was 6 years old. After graduating from Grandview Heights High School in 1998, she began a two-year volunteer program with City Year-Americorps. She tutors four 1st grade students in reading at Second Avenue Elementary School. These students, who read below their grade level, greatly benefit from the one-on-one attention that the City Year volunteers provide them. City Year also runs a Peaceful Playground program during recess to eliminate youth violence and to promote a more structured playground environment. In addition to tutoring, Laura also coordinates an after-school program at East Columbus Elementary School – the After-School Activities Program, (A.S.A.P.), which teaches students to become caring and contributing citizens in their communities. At the conclusion of her work with City Year, Laura plans to attend Ohio State University.

Questions:

- What made you decide to become a City Year volunteer?
- Can you speak on the importance of mentoring and building one-on-one relationships with students?

Darrell Byrom – Teacher (Troops to Teacher program), Eastgate Elementary School.

Darrell is a second-year teacher at Eastgate Elementary School. He teaches a 4th/5th grade split class with 23 students. With the help of the “Troops-to-Teachers” program, Mr. Byrom began a career in teaching in 1998 after serving in the Air Force for 20 years and retiring in 1996 at the rank of Master Sergeant. After volunteering as a tutor while in the military, he decided to change careers and become a teacher. He believes that his military experience makes him a better teacher because it drives him to impose higher expectations on his students. Mr. Byrom is very enthusiastic about his new career.

Questions:

- I understand you served in the Air Force for twenty years. What made you decide to switch careers to teaching?
- How do you think your previous experience has helped you in the classroom?

Shirley Goins – Teacher, Monroe Middle School. Shirley is a 6th grade teacher at Monroe Traditional Middle School. She has worked as a teacher for 30 years and has taught at Monroe for the last 18 years. To allow students to better concentrate on their studies, Monroe recently instituted a school uniform policy, which requires all of the children to wear white shirts and blue bottoms. The school adopted this uniform policy with full support of the parents of the student population.

Questions:

- I understand that the middle school you teach at instituted a school uniform policy three years ago. What prompted your school to decide to adopt uniforms?
- Has the school uniform policy effected the students’ discipline, social interaction, or academic achievement?

EDUCATION REFORM ROUNDTABLE PARTICIPANTS

May 4, 2000

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001b. fax	Education Reform Roundtable Participants; RE: place of birth [partial] (1 page)	05/04/2000	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Anna Richter
OA/Box Number: 23734

FOLDER TITLE:

Education Reform Tour---May 3 & 4, 2000 [binder] [1]

2011-0638-S

ms147

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
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Darrell Byrom – Teacher (Troops to Teacher program), Eastgate Elementary School. Darrell is a second-year teacher at Eastgate Elementary School. He teaches a 4th/5th grade split class with 23 students. With the help of the “Troops-to-Teachers” program, Mr. Byrom began a career in teaching in 1998 after serving in the Air Force for 20 years and retiring in 1996 at the

rank of Master Sergeant. After volunteering as a tutor while in the military, he decided to change careers and become a teacher. He believes that his military experience makes him a better teacher because it drives him to impose higher expectations on his students. Mr. Byrom is very enthusiastic about his new career.

Shirley Goins – Teacher, Monroe Middle School. Shirley is a 6th grade teacher at Monroe Traditional Middle School. She has worked as a teacher for 30 years and has taught at Monroe for the last 18 years. To allow students to better concentrate on their studies, Monroe recently instituted a school uniform policy, which requires all of the children to wear white shirts and blue bottoms. The school adopted this uniform policy with full support of the parents of the student population.

PRESIDENT CLINTON TO HIGHLIGHT EDUCATION AGENDA OF ACCOUNTABILITY AND INVESTMENT THROUGH FOUR-STATE SCHOOL REFORM TOUR

May 3, 2000

President Clinton will visit schools in four cities during his School Reform Tour May 3 and 4, carrying his education reform message to Audubon Elementary in Owensboro, Kentucky; Central High School in Davenport, Iowa; City Academy in St. Paul, Minnesota; and Eastgate Elementary in Columbus, Ohio. These schools have pursued effective strategies to close the achievement gap and improve all schools, such as setting higher standards, making targeted investment, and holding schools accountable for results. Throughout the tour, the President will call on Congress to pass an education budget and an education accountability bill to invest more in our nation's schools and demand more from them.

Audubon Elementary: Reaping the Results of High Standards and Accountability. Audubon Elementary in Owensboro, Kentucky is a formerly low-performing school that has turned itself around and was recognized as a National Title I Distinguished School in 1998-1999. This 450-student high-poverty school now ranks 18th in the state for student performance. The school ranks second in the state in writing, with the percent of students identified as distinguished or proficient in writing going from 12 percent to 57 percent since 1994. Scores have also increased from five percent to 70 percent in reading, and from zero percent to 64 percent in science. In part because of new teachers hired with funding from President Clinton's class size reduction initiative, class sizes now range from 15 to 22. Under Governor Patton, Kentucky has implemented standards, invested in low-performing schools and now has high-poverty schools that rank among the best performing schools in the state. In 1998, 5 of the 20 highest performing elementary schools in reading were high-poverty schools, as were 6 of the top 20 in math, and 13 of the top 20 in writing. This school is an excellent showcase of how high standards, accountability, and investment can turn around low-performing schools, and how high poverty does not have to relegate children to low achievement. While at Audubon Elementary, President Clinton will urge Congress to pass an Elementary and Secondary Education Act that will hold all states and districts accountable for doing what Kentucky has done, by turning around failing schools and helping all students succeed.

Central High School: Investing in Facilities to Support Student Achievement. Built in 1907, Central High School is the oldest school in Davenport, Iowa, with antique wooden lockers and outdated facilities. Davenport is currently undertaking a comprehensive renovation of their high schools and Central High School is the last to begin this process. The planned renovation at Central includes an expansion of the media center, expansion of classrooms, upgrading of the science lab, and upgrading of the electrical, communication, and ventilation systems. At Central High, President Clinton will call on Congress to help communities address the school infrastructure crisis created by rising enrollments and aging buildings. The President has sent a plan to Congress that would provide tax credits to states and localities to build and modernize 6,000 schools nationwide. In addition, the President's budget includes an emergency school construction initiative that would provide funds to states and school districts for emergency repairs on 5,000 schools a year. Central has 1439 students, 33 percent of whom receive free and reduced-price lunch, 29 percent of whom are minorities.

City Academy: Charter Schools Making a Difference in Children's Lives. President Clinton will celebrate National Charter Schools Week by visiting City Academy, the nation's first charter school. Established in 1992, the school was created for at-risk high school age students who can thrive in a small learning community and need extra support. City Academy serves approximately 100 demographically diverse students. While at City Academy the President will discuss the future of the charter movement and participate in an online webside chat with high school students from around the country. When the President was first elected, City Academy was the nation's only charter school; today, there are more than 1,700 nationwide, and thirty-six states and the District of Columbia have passed charter school laws. Since 1994, the federal government has invested almost \$400 million in charter schools and the President's budget this year provides an additional \$175 million to help

reach the President's goal of 3,000 charter schools by 2002. Charter schools are public schools that are granted some freedom from regulations governing other public schools in exchange for a commitment to meet or exceed a state's academic standards.

Eastgate Elementary School: Helping All Students Succeed. Eastgate is an elementary school in the process of turning itself around. Eastgate has substantially increased test scores during the past year. The school has hired two teachers through President Clinton's class size reduction initiative, and four of the school's teachers are participating in the Columbus Public Schools' innovative Peer Assistance Review program, which offers mentors for new teachers and helps struggling teachers improve or leave the profession. The President will take part in a roundtable discussion of school reform. The Columbus Public Schools are using proven strategies of reducing class size, expanding after-school and summer school, and raising standards to boost student achievement in their lowest-performing schools. Eastgate Elementary has approximately 200 students, all of whom wear school uniforms.

President Clinton and Vice President Gore: An Unprecedented Commitment to Education and Unprecedented Results

President Clinton's School Reform Tour will highlight the Clinton-Gore strategy of investing more in our schools and demanding more from them. Since 1992, President Clinton and Vice President Gore have nearly doubled the federal investment in elementary and secondary education while dramatically increasing accountability in education. On the tour, the President will highlight this record of reform – and also push Congress to move on unfinished business.

A RECORD OF REFORM

Providing Quality Early Education to Nearly 900,000 Children with Head Start. The President and Vice President have expanded Head Start funding by 90 percent since 1993. Head Start will reach approximately 880,000 low-income children in FY 2000; with the President's proposed increase, it will be on the way to reaching his goal of serving 1 million children and their families by 2002. The Administration also created Early Head Start, bringing Head Start's successful comprehensive services to families with children ages zero to three.

More High-Quality Teachers with Smaller Class Sizes. The Administration last fall secured a second installment of \$1.3 billion for the President's plan to hire 100,000 well-prepared teachers to reduce class size in the early grades, when children learn to read and master the basic skills. Already, 29,000 teachers have been hired through this initiative. This year's budget provides \$1.75 billion, a \$450 million increase – enough to fund nearly 49,000 teachers.

Turning Around Failing Schools. Last year, the President pushed for and won a \$134 million accountability fund to help turn around failing schools and hold them accountable for results by overhauling curriculum, improving staffing, or even closing schools and reopening them as charter schools. This year, the President is proposing to double the resources for this fund.

Providing Safe After-School Opportunities for 850,000 Students Each Year. The 21st Century Community Learning Centers program will provide enriching after-school and summer school opportunities for 850,000 school-age children in rural and urban communities in FY2000. Extended learning time has been shown not only to increase achievement in reading and math, but to decrease youth violence and drug use. Funding for this program more than doubled from FY99 to FY00. For FY01, the President's budget calls on Congress to double funding again, by investing \$1 billion to ensure that all children in failing schools have access to quality after-school and summer school opportunities. This proposal will double funding and triple the number of students served to 2.5 million.

Expanding Choice and Accountability in Public Schools. The Clinton-Gore Administration has worked to expand public school choice and support the growth of public charter schools. When the President was first elected, there was one charter school in the nation; today there are more than 1,700. More than 250,000 students nationwide are now enrolled in charter schools in 30 states and the District of Columbia. The President won \$145 million in FY00 – and has proposed \$175 million in his FY01 budget – to continue working toward his goal of establishing 3,000 quality charter schools by 2002.

Teaching Every Child to Read by the 3rd Grade. The President has challenged Americans to unite to be sure that every child can read well and independently by the third grade. In response to his America Reads challenge, more than 1,100 colleges have committed Work Study students to tutor children in reading, and more than 2 million children have been taught, tutored or mentored by national service programs like AmeriCorps, VISTA, and Foster Grandparents.

Expanding Access to Technology. With the Vice President's leadership, the Administration has made access to technology a top priority. The President and Vice President created the Technology Literacy Challenge Fund to help connect every school to the Internet, increase the number of multimedia computers in the classroom and provide technology training for teachers. They increased overall investments in educational technology from \$23 million in 1993 to \$769 million in FY00, and tripled funding for Community Technology Centers to reach at least 120 low-income communities. Through the E-rate program, they secured low-cost connections to the Internet for schools, libraries, rural health clinics and hospitals, benefiting more than 80 percent of America's public schools. They also increased investment in education research to ensure all children benefit from educational technology. In 1999, 95 percent of public schools were connected to the Internet – up from just 35 percent in 1994

Opening the Doors of College to All Americans. In 1997, President Clinton proposed and passed the HOPE Scholarships and Lifetime Learning tax credits to provide tax relief to nearly 13 million Americans each year who are struggling to pay for college. The Hope Scholarship helps make the first two years of college universally available to about 5.6 million students annually by providing a tax credit of up to \$1,500 for tuition and fees for the first two years of college. The Lifetime Learning tax credit provides a 20 percent tax credit on the first \$5,000 of tuition and fees for students beyond the first two years of college, or those taking classes part-time (in 2003, this increases to \$10,000). In his FY01 budget, the President proposes to expand the Lifetime Learning tax credit with a 10-year, \$30 billion College Opportunity tax cut, which will give families the option of taking a tax deduction or claiming a 28 percent credit for the first \$5,000 of college tuition and fees until 2002, and \$10,000 thereafter.

Expanding Work Study and Pell Grants. One million students will be able to work their way through college because of the President's expansion of the Work Study Program, and nearly four million students will receive a Pell Grant of up to \$3,300, the largest maximum award ever. The maximum award has increased 43 percent under the Clinton-Gore Administration. This year President Clinton proposed a \$77 million increase in Work Study to continue to support one million awards, and a \$200 increase in the Pell Grant maximum award, to raise it to \$3,500.

MORE WORK STILL REMAINS

Despite this record of reform, the President believes there is much more to be done. Throughout his School Reform tour, he will push Congress to:

Enact Critical School Construction And Modernization Legislation. School buildings begin rapid deterioration after 40 years, and the average public school in America is 42 years old. One third of all public schools – about 25,000 schools – need extensive repair or replacement.

Record enrollments are exacerbating this problem, with 52.7 million children enrolled in elementary and secondary school today, and 54.3 million projected by 2008 -- meaning that 2,400 new public schools will be needed by 2003 to accommodate these rapidly rising enrollments. The President has proposed a plan that would help local communities build and modernize 6,000 schools and has also proposed an emergency school renovation plan that would help local communities do emergency repairs on an additional 5,000 schools per year.

Pass an Elementary and Secondary Education Act that will support high standards for all students. Standards-based reform is a powerful tool for raising student achievement and for closing the achievement gap between economically disadvantaged students in high poverty schools and their more affluent peers. The Clinton-Gore proposal to reauthorize ESEA would reinforce state and local efforts to bring high standards into every classroom, strengthen teacher and principal quality, increase accountability for student performance, and support safe, healthy, disciplined, and drug-free learning environments.

Pass a budget that invests in what works for children. The President has put forward a balanced budget that makes landmark investments in strategies that work to raise student achievement. The President's FY2001 budget would increase the federal investment in education by \$4.5 billion, or 12 percent. It invests in turning around low-performing schools, expanding access to after-school and summer school programs, improving teacher quality, reducing class size, and modernizing schools. And it reflects the President's core principle that we must invest more in our schools and demand more from them to ensure that all students receive the high quality education that they need.

Clinton Presidential Records

Digital Records Marker

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Kentucky

Divider Title: _____

THE WHITE HOUSE

WASHINGTON

May 2, 2000

EDUCATION ACCOUNTABILITY EVENT

DATE: May 3, 2000
LOCATION: Audubon Elementary School
Owensboro, KY
EVENT TIME: 11:00am – 12:40pm
FROM: Bruce Reed

I. PURPOSE

To kick off your School Reform Tour and highlight Audubon Elementary School to illustrate how an agenda of high standards, real accountability, and proven investments can raise student achievement and turn around failing schools across the country. You will also call on Congress to enact your Educational Accountability Fund, which requires states to help turn around failing schools or shut them down.

II. BACKGROUND

Audubon Elementary School is an award-winning school in the Daviess County School District. Although two-thirds of its students are in poverty, Audubon ranks 18th in the state in student achievement. In a speech to Kentucky students, educators, and policymakers, you will remind Americans that demographics need not be destiny when it comes to meaningful school reform. You will highlight:

AN EXECUTIVE ORDER TO TURN AROUND FAILING SCHOOLS. You will announce that you are signing an Executive Order that directs the Department of Education to compile and publish key data on low-performing schools across the country, and to help states fix those schools. The Order asks Secretary of Education Richard Riley to: 1) help states and districts turn around low-performing schools, by providing technical assistance and disseminating research; 2) make federal education programs more responsive to low-performing schools; 3) submit an annual education accountability report that identifies trends in low-performing schools, the resources they are receiving to turn themselves around, and what strategies are most effective; and 4) send teams of monitors into up to 15 states each year to make sure states are complying with accountability requirements and help them get results.

KENTUCKY'S ACCOUNTABILITY STRATEGY AND REFORM RESULTS. Speaking ten years after Kentucky's landmark education reform legislation was passed,

you will praise the state for its leadership in standards-based reform and accountability. Kentucky has successfully intervened to improve many of its low-performing schools, by providing critical resources to offer extended learning, teacher training, expanded technology and literacy initiatives. After having been identified as performing below expectations on state assessments, Audubon Elementary today ranks 18th statewide in student performance among elementary schools. Since 1994, even with two-thirds of its students in poverty, Audubon has boosted the percentage of students scoring at a level of "proficient" and "distinguished" on state assessments from 12 percent to 57 percent in writing; 5 percent to 70 percent in reading; and 0 percent to 64 percent in science. All across Kentucky, some of the highest performing schools are former low-performing and high-poverty schools.

STANDARDS, ACCOUNTABILITY AND INVESTMENT. Since taking office, you and the Vice President have made accountability and investment in proven strategies the heart of your education reform agenda. You made standards a core part of federal education policy, through Goals 2000 and the ESEA. Since 1992, the federal investment in elementary and secondary education has nearly doubled. Last year, you also proposed and Congress enacted a \$134 million Accountability Fund, which provides funds to states and school districts to turn around failing schools and gives students in a failing school the right to choose a higher-performing public school. Today, you will call on Congress to send you a true reform bill that includes the education accountability measures you have proposed – require states and school districts to turn around failing schools or shut them down, make sure teachers know the subject they're teaching, end social promotion by giving students the help they need to meet high standards, adopt sound, fair discipline codes, and give parents school report cards. You will also call on Congress to pass an education budget that invests in reducing class size, strengthening teacher quality, expanding after school and summer school, repairing and modernizing schools and other key priorities. Only by investing more and demanding more, you will point out, can we make school reform work for all our students.

III. PARTICIPANTS

Classroom Visit Participants:

YOU

Crystal Davidson, Teacher, Audubon Elementary School

Crystal Davidson teaches a multi-grade class of 3rd and 4th grade students. Ms.

Davidson was hired with federal class size reduction funds, and her class is known locally as the "Clinton Classroom".

Twenty-one 3rd and 4th grade students

Program Participants:

YOU

Secretary Richard Riley

Governor Paul Patton

Diane Embry, Principal, Audubon Elementary School

Karen Cecil, Parent, Audubon Elementary School

Karen Cecil is the mother of three daughters, all of whom attended Audubon Elementary School. Her youngest daughter, Emily, is currently a fourth grade student at Audubon. Ms. Cecil is actively involved in the school as a member of the school site council, and can speak to the changes and improvements at Audubon Elementary School.

IV. PRESS PLAN

Classroom Visit -- Pool Press.

Remarks -- Open Press.

V. SEQUENCE OF EVENTS

- **YOU** will be greeted by local elected officials upon arrival via Marine One to Audubon Elementary School.
- **YOU** will proceed to Ms. Davidson's classroom, and will participate in a reading lesson with the students.
- **YOU** will depart the classroom and will be greeted by former Senator Wendell Ford, Jr. and guests.
- **YOU** will proceed to the gymnasium.
- **YOU** will be announced onto the stage, accompanied by Secretary Richard Riley, Governor Paul Patton, Diane Embry, and Karen Cecil.
- Diane Embry, Principal, Audubon Elementary School, will make brief remarks and introduce Governor Paul Patton.
- Governor Paul Patton will make brief remarks and introduce Secretary Richard Riley.
- Secretary Richard Riley will make brief remarks and introduce Karen Cecil, Parent, Audubon Elementary School.
- Karen Cecil, Parent, will make brief remarks and introduce **YOU**.
- **YOU** will make remarks, work a ropeline, and depart the gymnasium.
- **YOU** will proceed outside and greet the students of Audubon Elementary School.
- **YOU** will depart Audubon Elementary School.

VI. REMARKS

To be provided by Speechwriting.

PRESIDENT CLINTON VISITS KENTUCKY TO TOUT ACCOUNTABILITY STRATEGY FOR TURNING AROUND LOW-PERFORMING SCHOOLS

May 3, 2000

Today, in Owensboro, Kentucky, President Clinton will visit Audubon Elementary School to kick off his School Reform Tour and to highlight the Clinton-Gore agenda of investing more in our schools and demanding more from them. Audubon Elementary School is an award-winning school in the Daviess County School District. Although two-thirds of its students are in poverty, Audubon ranks 18th in the state in student achievement. The President will highlight Audubon to illustrate how an agenda of high standards, real accountability, and proven investments can raise student achievement and turn around failing schools across the country. In a speech to Kentucky educators and policymakers, the President will announce that he is directing the U.S. Department of Education to take new executive actions that will help states and localities turn around failing schools. The President will also call on Congress to enact his \$250 million Education Accountability Fund, to help communities turn around failing schools or shut them down. And citing the success of Audubon and other schools in Kentucky, he will remind Americans that with the right tools and expectations, every child can learn.

PRESIDENT SIGNS EXECUTIVE ORDER ON TURNING AROUND FAILING SCHOOLS.

The President will announce he is signing an Executive Order that directs the Department of Education to compile and publish key data on low-performing schools across the country, and to help states fix those schools. The Order directs Secretary of Education Richard Riley to: 1) help states and districts turn around low-performing schools, by providing technical assistance and disseminating research; 2) make federal education programs more responsive to low-performing schools; 3) submit an annual education accountability report that identifies trends in low-performing schools, the resources they are receiving to turn themselves around, and what strategies are most effective; and 4) send teams of monitors into up to 15 states each year to make sure states are complying with accountability requirements and help them get results.

PRESIDENT HIGHLIGHTS KENTUCKY'S ACCOUNTABILITY STRATEGY AND REFORM RESULTS.

Speaking ten years after Kentucky's landmark education reform legislation was passed, President Clinton today will praise the state for its leadership in standards-based reform and accountability. Kentucky has successfully intervened to improve many of its low-performing schools, by providing critical resources to offer extended learning, teacher training, expanded technology and literacy initiatives. After having been identified as performing below expectations on state assessments, Audubon Elementary today ranks 18th statewide in student performance among elementary schools. Since 1994, even with two-thirds of its students in poverty, Audubon has boosted the percentage of students scoring at a level of "proficient" and "distinguished" on state assessments from 12 percent to 57 percent in writing; 5 percent to 70 percent in reading; and 0 percent to 64 percent in science. All across Kentucky, some of the highest performing schools are former low-performing and high-poverty schools.

AN AGENDA OF STANDARDS, ACCOUNTABILITY AND INVESTMENT. Since taking office, President Clinton and Vice President Gore have made accountability and investment in

proven strategies the core of their education reform agenda. In 1994, the President made standards a core part of federal education policy, through Goals 2000 and the Elementary and Secondary Education Act. Since the President took office in 1992, the federal investment in elementary and secondary education has nearly doubled. Last year, the President also proposed and Congress enacted a \$134 million Accountability Fund, which provides funds to states and school districts to turn around failing schools and gives students in a failing school the right to choose a higher-performing public school. Today, the President will call on Congress to send him a true reform bill that includes the education accountability measures he has proposed – require states and school districts to turn around failing schools or shut them down, make sure teachers know the subject they're teaching, end social promotion by giving students the help they need to meet high standards, adopt sound, fair discipline codes, and give parents school report cards. He will also call on Congress to pass an education budget that invests in reducing class size, strengthening teacher quality, expanding after school and summer school, repairing and modernizing schools and other key priorities. Only by investing more and demanding more, the President will point out, can we make school reform work for all our students.

DRAFT

EXECUTIVE ORDER

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ACTIONS TO IMPROVE LOW-PERFORMING SCHOOLS

By the authority vested in me as President by the Constitution and the laws of the United States of America, including the Elementary and Secondary Education Act of 1965 (ESEA), the Department of Education Appropriations Act, 2000 (as contained in Public Law 106-113), and in order to take actions to improve low-performing schools, it is hereby ordered as follows:

Section 1. Policy. Since 1993, this Administration has sought to raise standards for students and to increase accountability in public education while investing more resources in elementary and secondary schools. While much has been accomplished -- there has been progress in math and reading achievement, particularly for low-achieving students and students in our highest poverty schools -- much more can be done, especially for low-performing schools.

Sec. 2. Technical Assistance and Capacity Building.

(a) The Secretary of Education ("Secretary") shall work with State and local educational agencies ("LEAs") to develop and implement a comprehensive strategy for providing technical assistance and other assistance to States and LEAs to strengthen their capacity to improve the performance of schools identified as low performing. This comprehensive strategy shall include a number of steps, such as:

(1) providing States, school districts, and schools receiving funds from the school improvement fund established by Public Law 106-113, as well as other districts and schools identified for school improvement or corrective action under Title I of the ESEA, with access to the latest research and information on best practices, including research on instruction and educator professional development, and with the opportunity to learn from

exemplary schools and exemplary State and local intervention strategies and from each other, in order to improve achievement for all students in the low-performing schools;

(2) determining effective ways of providing low-performing schools with access to resources from other Department of Education programs, such as funds from the Comprehensive School Reform Demonstration Program, the Reading Excellence Act, the Eisenhower Professional Development Program, the Class Size Reduction Program, and the 21st Century Community Learning Centers Program, and to make effective use of these funds and Title I funds;

(3) providing States and LEAs with information on effective strategies to improve the quality of the teaching force, including strategies for recruiting and retaining highly qualified teachers in high-poverty schools, and implementing research-based professional development programs aligned with challenging standards;

(4) helping States and school districts build partnerships with technical assistance providers, including, but not limited to, federally funded laboratories and centers, foundations, businesses, community-based organizations, institutions of higher education, reform model providers, and other organizations that can help local schools improve;

(5) identifying previously low-performing schools that have made significant achievement gains, and States and school districts that have been effective in improving the achievement of all students in low-performing schools, which can serve as models and resources;

(6) providing assistance and information on how to effectively involve parents in the school-improvement process, including effectively involving and informing parents at the beginning of the school year about

improvement goals for their school as well as the goals for their own children, and reporting on progress made in achieving these goals;

(7) providing States and LEAs with information on effective approaches to school accountability, including the effectiveness of such strategies as school reconstitution, peer review teams, and financial rewards and incentives;

(8) providing LEAs with information and assistance on the design and implementation of approaches to choice among public schools that create incentives for improvement throughout the local educational agency, especially in the lowest-performing schools, and that maximize the opportunity of students in low-performing schools to attend a higher-performing public school;

(9) exploring the use of well-trained tutors to raise student achievement through initiatives such as "America Reads," "America Counts," and other work-study opportunities to help low-performing schools;

(10) using a full range of strategies for disseminating information about effective practices, including interactive electronic communications;

(11) working with the Department of Interior, Bureau of Indian Affairs (BIA), to provide technical assistance to BIA-funded low performing schools; and

(12) other steps that can help improve the quality of teaching and instruction in low-performing schools.

(b) The Secretary shall, to the extent permitted by law, take whatever steps the Secretary finds necessary and appropriate to redirect the resources and technical assistance capability of the Department of Education ("Department") to assist States and localities in improving low-performing schools, and to ensure that the dissemination of research to help turn around low-performing schools is a priority of the Department.

Sec. 3. School Improvement Report. To monitor the progress of LEAs and schools in turning around failing schools, including those receiving grants from the School Improvement Fund, the Secretary shall prepare an annual School Improvement Report, to be published in September of each year, beginning in 2000. The report shall: (1) describe trends in the numbers of LEAs and schools identified as needing improvement and subsequent changes in the academic performance of their students; (2) identify best practices and significant research findings that can be used to help turn around low-performing LEAs and schools; and (3) document ongoing efforts as a result of this order and other Federal efforts to assist States and local school districts in intervening in low-performing schools, including improving teacher quality. This report shall be publicly accessible and available.

Sec. 4. Compliance Monitoring System. Consistent with the implementation of the School Improvement Fund, the Secretary shall strengthen the Department's monitoring of ESEA requirements for identifying and turning around low-performing schools, as well as any new requirements established for the School Improvement Fund by Public Law 106-113. The Secretary shall give priority to provisions that have the greatest bearing on identifying and turning around low-performing schools, including sections 1116 and 1117 of the ESEA, and to developing an ongoing, focused, and systematic process for monitoring these provisions. This improved compliance monitoring shall be designed to:

- (1) ensure that States and LEAs comply with ESEA requirements;
- (2) assist States and LEAs in implementing effective procedures and strategies that reflect the best research available, as well as the experience of successful schools, school districts, and States as they address similar objectives and challenges; and
- (3) assist States, LEAs, and schools in making the most effective use of available Federal resources.

Sec. 5. Consultation. The Secretary shall, where appropriate, consult with executive agencies, State and local education officials, educators, community-based groups, and others in carrying out this Executive order.

Sec. 6. Judicial Review. This order is intended only to improve the internal management of the executive branch and is not intended to, and does not create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person.

THE WHITE HOUSE,

Draft 5/3/00 12:30 a.m.
Glastris

**PRESIDENT WILLIAM J. CLINTON
REMARKS ON TURNING AROUND FAILING SCHOOLS
AUDUBON ELEMENTARY SCHOOL
OWENSBORO, KENTUCKY
May 3, 2000**

Acknowledgments: Gov. Patton; Former Sen. Wendell Ford (born in Owensboro community of Yellow Creek); Lt. Gov. Steve Henry (mother Wanda a 25-year veteran of Daviess—pronounce *Davis*-- County school system)

It is a delight to be here today. I'm told that I am the first sitting President to visit Owensboro since Harry Truman. President Truman always did have good taste. I know you that a terrible tornado came through here in January. We tried to do our part in Washington to help. But while the physical scars are still evident, I can see that the spirit of this community remains strong. Even your wonderful Panthers bounced back, and almost won the championship again this year.

Flying in today from Louisville by helicopter, over the farms and wooded hills of this beautiful state, I got a view of Kentucky that few Kentuckians have the privilege of seeing—and if you do get the chance I highly recommend it. On the ground here in Owensboro, I've been given a view of school reform that few Americans have ever seen. And so I am here today, on the first stop of a two-day school reform tour, because I want the American people to understand that there are places in this country that have met one of our nation's most perplexing challenges: how to bring educational excellence to public schools, even in the most economically disadvantaged communities. Now, it's time to bring the reforms we know work to every low-performing school in America.

I'm here in Kentucky this morning to show how an entire state can identify and turn around its low-performing schools with high standards, accountability, and investments to help schools meet those standards. Later today, I'll be in Davenport, Iowa, to highlight the importance of having modern school buildings for our children. Tomorrow, I'll visit the nation's first charter school in St. Paul, Minnesota, where the public schools are thriving with more competition and accountability. I'll finish up tomorrow in Columbus, Ohio, where the schools are doing everything right, including raising teacher quality--and getting good results in the classroom.

Ever since Sec. Riley and I were young governors 20 years ago, we've been wrestling with the challenge of how to improve education, especially in disadvantaged communities. It's a challenge governors are still working on. Just today, Gov. Carper of Delaware is signing landmark school accountability legislation in his state. It's a challenge Gov. Patton has been working on it ever since he was a member of the Prichard Committee for Academic Excellence

in the 1980s. I remember talking to him about Kentucky's education reform experiment in 1992 when he was Lt. Governor and I was running for President. So I've been keenly aware of Kentucky's efforts, and for those who are less familiar, let me summarize them.

First, beginning in 1990, you set high standards for what all Kentucky school children should know. Second, you identified the schools where year after year students failed to learn enough to meet those standards. Third, you held these schools accountable for turning themselves around, with real consequences for failure, from dismissing principals and teachers to allowing parents to transfer their children into higher-performing public schools. And fourth, you provided the investment necessary to help these schools turn around, from more teacher training to high-quality preschool, afterschool and summer school for students.

The results have been nothing short of extraordinary. The vast majority of the dozens of schools identified by the state as low-performing have improved—and some, like Audubon, have improved dramatically. You went from 12 percent of your students meeting or exceeding the state standard on writing tests 57 percent meeting or exceeding the standard. From 5 percent meeting or exceeding the state reading standard to 70 percent; and from zero students meeting or exceeding the state standards in science to 64 percent. Audubon is now the 18th best-performing elementary school in the state, despite the fact that two-thirds of your students qualify for free and reduced-price school lunch. In fact, throughout the state, 10 of the top 20 best-performing elementary schools in science are schools where half the students are eligible for free and reduced-price school lunch. You've proven, beyond a doubt, that poverty need not be destiny—that all our children are capable of learning at high standards in the public schools.

I believe that turning around failing schools should be one of our great national missions of the 21st Century. The moment is right. America is at a point unparalleled prosperity and national self-confidence. We have the largest, most diverse group of students in our public schools in history. We have an economy in which education has become the indispensable key to success in life. And after 20 years of intense experimentation with school reform--on the local, state, and national level—we now have overwhelming evidence about what works to turn around low-performing schools. Setting high standards. Demanding accountability. And providing the extra help for children to meet those high standards. In short, investing more in our schools, and demanding more of our schools.

This is the strategy Vice President Gore and I have followed for seven years.

Since 1993, we've cut hundreds of federal programs in order to reduce the deficit and improve the economy. Yet we've also nearly doubled investment in education and training. We've required states to set academic standards for what their students should know, and also provided more resources to help states create and implement higher standards. We're reducing class sizes in the early grades with the help of 100,000 new, highly-trained teachers--and I'm delighted that Audubon has used some of that money to hire a new teacher, Crystal Davidson. I'm especially delighted that you refer to her as the "Clinton teacher."

When I became President, there was only one independent public charter school in the whole nation: City Academy in St. Paul, Minnesota, which I'll be visiting tomorrow. Today,

with the help of federal investment, there are over 1700 charter schools, and we are well on our way to meeting our goal of 3000.

With the help of Vice President Gore's E-rate program, we now have nearly three-quarters of all classrooms in America connected to the Internet, up from only 3 percent in 1993. We'll probably reach 100 percent by the end of the year, with one major exception: those schools that are literally too old and dilapidated to be wired for the Internet. Later today in Davenport, Iowa I'll be talking about the need to modernize our school building.

Our strategy of investing more and demanding more is producing real results. Math and reading scores are rising across the country, with some of the greatest gains in some of the most disadvantaged communities. Last year, for the first time in history, the high school graduation rate for African American students was the same as the graduation rate for white students. Today, 67 percent of all high school graduates now go on to college, up 10 percent since 1993. We've made that possible with the largest expansion of college opportunity since the GI bill, including the creation of our HOPE scholarship tax credits, education IRAs, more-affordable student loans, and more Pell Grants. And it's worth noting that scores on college entrance exams are rising even as more students from disadvantaged backgrounds are taking the test.

We have proven that we know how to lift the educational attainment of our most disadvantaged students. Yet there are still thousands of schools that fail to give children the education they need to enter the mainstream of American prosperity. To turn those schools around, we need what the Vice President has called a revolution in education—a revolution governed by the strategy that has brought us to this point—of investing more, and demanding more.

That is why I have sent Congress an Education Accountability Act, to fundamentally change the way the federal government invests in our schools -- to support more of what we know works, and to stop supporting what we know does not work. It would require all states that accept federal money to do what Kentucky has done. Identifying low-performing schools, and investing in turning them around. Ending social promotion, but investing in afterschool, summer school, and reading tutors for children who need it. Putting reasonable discipline codes in every school, and a qualified teachers in every classroom. Empowering parents with report cards on the performance of every school.

I have also asked Congress to double the investment we made last fall in my Education Accountability Fund, to turn around low-performing schools, or shut them down. School districts can use this money to make the kind of sweeping systematic changes that have been proven so effective here in Kentucky.

But if, for whatever reason, a school doesn't turn around, my Education Accountability Fund can be used to allow parents to transfer their students out of these failing schools and into better-performing public schools, including charter schools.

To make this accountability strategy work nationwide, we must have the courage to do what Kentucky has done. We must identify those schools that are failing their students.

Only then can we help them turn around. And so today, I am pleased to announce that I am directing Secretary Riley to provide me with an annual failing schools report. This report will tell us, for the first time, how many of our nation's public schools are failing, in which states they are located, and what each state is doing to turn them around.

Second, even as we press Congress to strengthen our accountability laws, we must ensure that states fulfill their accountability obligations under existing law. Therefore, I am directing the Secretary to send teams to states to make sure that the states are meeting their responsibilities to turn around low-performing schools. These teams will work with states to apply successful reform strategies and identify federal resources, such as afterschool grants, which they can use to turn these schools around.

The actions I am taking today will help us to spread the lesson we have learned during the last seven years to every state and every school district in America: in education, investment without accountability is a waste of money; accountability without investment is a waste of effort. Neither will work without the other. If we want our students to learn more, we need both.

Ten years ago, when things looked pretty grim for our public schools, Al Shanker, the late, great head of the American Federation of Teachers, said something wise to his fellow teachers. He said that we have to be willing to tell the American people the bad news about our public schools, so that when the schools begin to turn around and we have good news to report, they'll believe us. Well, today, here in Kentucky, and across America, there is good news to report about our schools. I think the American people will not only believe us, but they'll want us to keep going forward with what works, until we reach what ought to be our ultimate goal: a world-class education for every child in America.

Thank You.

Education Reform Tour – Audubon Elementary

Q&A

May 3, 2000

Q: Why is the President going to Owensboro, Kentucky?

A: The President will make his first stop on the Education Reform Tour in Owensboro, KY, at Audubon Elementary in the Daviess County School District. At Audubon, the President will highlight the Clinton-Gore agenda of investing more in our schools and demanding more from them. He will note that Kentucky has been a national leader in standards-based reform and accountability and that Audubon is a prime example of how the agenda of high standards, real accountability, and investing in what works is what is working to turn around schools. He will also announce that he is signing an executive order directing Secretary of Education Richard Riley to take steps to make the U.S. Department of Education more effectively help states and localities turn around failing schools.

Q: What precisely does the executive order direct Secretary Riley to do?

A: The executive order empowers Secretary of Education Richard Riley to take steps to help states and districts turn around low-performing schools – for instance, by disseminating research and providing technical assistance – and to make federal education programs more responsive to low-performing schools. The order also directs the Secretary to submit an annual education accountability report that identifies trends in low-performing schools in states, the resources they are receiving to help turn around low-performing schools and what strategies are most effective.

Q: Why is the President visiting this particular school?

A: Audubon is a good example of what can happen when we invest more in our schools and demand more from them. Formerly a low-performing school and one with two-thirds of its students in poverty, Audubon has made substantial improvements in student performance. It was recognized as a National Title I Distinguished School in 1998-1999. The school ranks 18th in student performance among elementary schools across the state. Student achievement numbers are remarkable: the increase in the percent of students who are meeting Kentucky's standards in writing has increased from 12% to 88% in writing; 5% to 70% in reading; and 0% to 64% in science.

Q: Isn't local decision making a major part of the Kentucky reform story? That sounds more like what the Republicans are proposing in their ESEA proposals than what the President has offered. Any comment?

A: The Kentucky story is one of setting high standards, holding schools accountable for results and making the investments that schools need to turn around and help kids reach high standards. The President's ESEA proposal and budget invest in proven strategies like teacher quality, after-school and summer school, and technology, and providing for real accountability. GOP plans fail to make such targeted investments in what works; instead, it throws money into block grants. In his speech the President will call on Congress to double the Educational Accountability Fund to \$250 million to help districts turn around failing schools or shut them down.

Clinton Presidential Records

Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

Iowa

Divider Title: _____

THE WHITE HOUSE
WASHINGTON

May 2, 2000

SCHOOL CONSTRUCTION EVENT

DATE: May 3, 2000
LOCATION: Central High School
Davenport, IA
EVENT TIME: 5:30pm – 7:05pm
FROM: Bruce Reed

I. PURPOSE

To highlight your commitment to help states and localities build and modernize 6,000 schools nationwide and conduct emergency repairs on 5,000 schools annually, and to release a new Education Department guide for communities facing school construction challenges.

II. BACKGROUND

Built in 1907, Central High is one of several schools that the Davenport School District plans to renovate to accommodate new technology, upgrade facilities, and ensure a good learning environment for students. You will point out that the tough accountability measures you have called for cannot have force unless we also invest in our students and schools to help them reach high standards. You will call on Congress to pass a budget that includes your school construction proposals and helps communities like Davenport address the infrastructure crisis created by rising enrollment and aging buildings. You will highlight:

A NEW COMMUNITY RESOURCE GUIDE ON SCHOOL DESIGN. You will release a new report from the U.S. Department of Education, "Schools as Centers of Community: A Citizen's Guide For Planning and Design." The report serves as a resource for educators, planners and community members to meet the challenge of providing effective educational facilities. It highlights methods of providing safe, up-to-date learning environments. The report includes a planning guide for local communities and examples of innovative school designs around the country. You will also note that replacing, repairing and updating school facilities is an ongoing need that requires commitment from government at all levels.

THE NEED FOR SCHOOL RENOVATION AND CONSTRUCTION IS A NATIONAL PRIORITY. A report last year by the National Center for Education Statistics pointed out that school buildings begin rapid deterioration after 40 years – and that the average public school in America is 42 years old. Moreover, rising student enrollment means that communities around the country have to build an additional 2,400 schools by 2003. A

1996 report by the U.S. General Accounting Office (GAO) estimated the cost of bringing America's schools into overall good condition to be at least \$112 billion. Today, the National Education Association will release a report that puts that cost at \$322 billion, more than double the GAO figure from just four years ago. Clearly, you will note, school modernization is a national priority that demands a national response.

AMERICA MUST HONOR ITS COMMITMENT TO OUR SCHOOLS. You sent a plan to Congress to that would provide \$24.8 billion in tax credits to states and local districts to build and modernize 6,000 schools nationwide. And your budget includes an emergency school construction initiative that would provide \$1.3 billion to states and school districts for emergency repairs on 5,000 schools a year. Today, you will call again on Congress to enact this plan and give America's schoolchildren the resources and facilities they need to meet high standards.

III. PARTICIPANTS

Greeters:

Jim Blanche, Superintendent, Davenport School District
Henry Caudle, Principal, Central High School
Ricky Harris, Senior Class President
Kelly Witt, Student Body President

Walking Tour Participants:

YOU

Henry Caudle, Principal, Central High School
Barb Hess, Social Studies Teacher, Central High School
Ricky Harris, Senior Class President (will lead tour)

Program Participants:

YOU

Governor Tom Vilsack (D-IA)
Henry Caudle, Principal, Central High School
Barb Hess, Social Studies Teacher, Central High School

Barb Hess has taught at Central High School for 38 years, and is currently the Social Studies department head. She also was a student at Central High School, and graduated from the school in 1956. Ms. Hess can speak to the need for renovation of the science class rooms (which have not been renovated since she was a student there), expansion of the classroom size, updating of the ventilation system, and other modernizations necessary at the school.

IV. PRESS PLAN

Walking Tour – Pre-positioned Pool Press.
Remarks – Open Press.

V. SEQUENCE OF EVENTS

- **YOU** will be greeted by Jim Blanche, Henry Caudle, and student TBD upon arrival at Central High School.
- **YOU** will take a walking tour of Central High School.
- **YOU** will proceed to the auditorium.
- **YOU** will be announced onto the stage, accompanied by Governor Tom Vilsack, Henry Caudle, and Barb Hess.
- Henry Caudle, Principal, will make welcoming remarks and introduce Governor Tom Vilsack.
- Governor Tom Vilsack will make brief remarks and introduce Barb Hess, teacher.
- Barb Hess, teacher, will make brief remarks and introduce **YOU**.
- **YOU** will make remarks, work a ropeline, and depart.
- **YOU** will greet AmeriCorps volunteers prior to departure.

VI. REMARKS

To be provided by Speechwriting.

PRESIDENT CLINTON VISITS IOWA SCHOOL TO ENCOURAGE COMMITMENT TO MODERNIZE AMERICA'S SCHOOLS

May 3, 2000

Today, President Clinton will visit Central High School in Davenport, Iowa to draw national attention to the imperative of modernizing America's aging and overcrowded schools.

Specifically, he will highlight his commitment to help states and localities build and modernize 6,000 schools nationwide and conduct emergency repairs on 5,000 schools annually, and he will release a new Education Department guide for communities facing school construction challenges. Built in 1907, Central High is one of several schools that the Davenport School District plans to renovate to accommodate new technology, upgrade facilities, and ensure a good learning environment for students. The President will point out that the tough accountability measures he has called for as part of his reform agenda cannot have force unless we also invest in our students and schools to help them reach high standards. The President will call on Congress to pass a budget that includes his school construction proposals and helps communities like Davenport address the infrastructure crisis created by rising enrollment and aging buildings. In Davenport, which is the second stop in his School Reform Tour, the President will emphasize that as we demand more from our schools we must also invest more in them.

PRESIDENT CLINTON RELEASES NEW COMMUNITY RESOURCE GUIDE ON SCHOOL DESIGN. The President today will release a new report from the U.S. Department of Education, "Schools as Centers of Community: A Citizen's Guide For Planning and Design." The report serves as a resource for educators, planners and community members to meet the challenge of providing effective educational facilities. It highlights methods of providing safe, up-to-date learning environments. The report includes a planning guide for local communities and examples of innovative school designs around the country. The President will note that replacing, repairing and updating school facilities is an ongoing need that requires commitment from government at all levels.

THE NEED FOR SCHOOL RENOVATION AND CONSTRUCTION IS A NATIONAL PRIORITY. A report last year by the National Center for Education Statistics pointed out that school buildings begin rapid deterioration after 40 years – and that the average public school in America is 42 years old. Moreover, rising student enrollment means that communities around the country have to build an additional 2,400 schools by 2003. A 1996 report by the U.S. General Accounting Office (GAO) estimated the cost of bringing America's schools into overall good condition to be at least \$112 billion. Today, the National Education Association will release a report that puts that cost at \$322 billion, more than double the GAO figure from just four years ago. Clearly, the President will note, school modernization is a national priority that demands a national response.

PRESIDENT CLINTON CALLS ON AMERICA TO HONOR ITS COMMITMENT TO OUR NATION'S SCHOOLS. The President has sent a plan to Congress that would provide \$24.8 billion in tax credits to states and local districts to build and modernize 6,000 schools nationwide. In addition, the President's budget includes an emergency school construction initiative that would provide \$1.3 billion to states and school districts for emergency repairs on 5,000 schools a year. Today, the President will call again on Congress to enact this plan and give America's schoolchildren the resources and facilities they need to meet high standards.

WHITE HOUSE STAFFING MEMORANDUM

Date: 5/2/00 ACTION / CONCURRENCE / COMMENT DUE BY: ASAPSubject: Remarks on School Reform

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	LOCKHART	☐	☒
PODESTA	☒	☐	LEWIS	☐	☐
ECHAVESTE	☒	☐	MARSHALL	☐	☐
RICCHETTI	☒	☐	MOORE	☐	☐
LEW	☒	☐	NASH	☐	☐
BAILY	☐	☐	NOLAN	☐	☐
BERGER	☐	☐	REED	☒	☐
BLUMENTHAL	☐	☐	SPERLING	☒	☐
BRAIN	☐	☐	STREETT	☐	☐
BURSON	☐	☐	TRAMONTANO	☒	☐
CAHILL	☐	☐	UCELLI	☒	☐
EDMONDS	☒	☐	VERVEER	☐	☐
FRAMPTON	☐	☐	<u>Eric Liu</u> → ☒	☐	☐
IBARRA	☐	☐		☐	☐
JOHNSON, B.	☐	☐		☐	☐
JOHNSON, J.	☒	☐		☐	☐
LANE	☐	☐		☐	☐

REMARKS:

Comments to Gottheimer via Signed

RESPONSE:

Draft 05/03/00 12:30am
Josh Gottheimer

**PRESIDENT WILLIAM J. CLINTON
REMARKS ON SCHOOL REFORM
EASTGATE ELEMENTARY SCHOOL
COLUMBUS, OHIO
May 4, 2000**

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Ack: TK

For the past two days, I have been touring the country, highlighting once failing schools that have begun to turn themselves around. These schools are prime examples of what we can accomplish when we invest more in our schools and demand more from them in return.

Yesterday morning I was in Owensboro, Kentucky, where we visited a public high school that has turned things around in one of our most economically disadvantaged communities. We then flew to Davenport, Iowa where a school building that's nearly a century old is finally getting the repairs it has long needed. This morning, the 20th anniversary of the Department of Education, I toured City Academy in St. Paul, Minnesota, the first charter school in America, which opened in 1992. There, I held a "Webside Chat," and talked live on the Internet with students about the challenges they are facing.

It is fitting that I wrap up my School Reform Tour here at Eastgate Elementary, because not far from here the city of Columbus opened the nation's first junior high school back in 1909. As you know, the journey since then hasn't always been easy. But today you're back on track, returning to that early innovative spirit and a strong sense of community.

You've set tough academic standards for what all your students should know. You've put in place assessments to see if they're meeting those standards. And you've given students help to meet them – from afterschool programs to smaller classes. Your strategy of investing more and demanding more is working.

In the last three years, your test scores have skyrocketed in subjects across the board. The math, reading and science proficiency scores of fourth graders are all up more than 200%. And this year alone, the reading and math proficiency scores of your kindergartners have more than doubled.

Not only are your students improving, so are your teachers. More than a third of them have their master's degree and over ten years in the classroom. Your Peer Assistance and Review program has both veteran and new teachers becoming better educators by learning from each other's experience. And it's working: Before the program began, Columbus schools lost nearly 25 percent of their first year teachers. Today, you've reduced that number to 15 percent.

You've proven, beyond a doubt, that with the right tools, all our children are capable of learning at high standards in public schools. You are a model for other schools to follow. And

your success is an example of what my Administration has been working to foster across this country more than seven years now.

Since 1993, we've nearly doubled investment in education and training. We've required states to set academic standards for what their students should know, and also provided more resources to help states create and implement higher standards. We've reduced class size in the early grades with the help of 100,000 new, highly trained teachers – 55 of whom are in Columbus ... 2 right here at Eastgate.

We've also dramatically increased federal investment in afterschool and summer school programs, from \$1 million a year in 1997 to half a billion dollars a year today. And I'm delighted to hear that 30 fourth graders from Eastgate participate in these programs. We've also expanded Head Start and improved its quality – and we're working to build and modernize 6,000 schools. With the help of Vice President Gore's E-rate program, we now have nearly three-quarters of all classrooms in America connected to the Internet, up from only 3 percent in 1993.

Our strategy of investing more and demanding more is reaping results. Math and reading scores are rising across the country, with some of the greatest gains in some of the most disadvantaged communities. Last year, for the first time in history, the high school graduation rate for African American students was the same as the graduation rate for white students. We have proven that we know how to lift the educational attainment of our most disadvantaged students.

Yet there are still thousands of schools that fail to give children the education they need to graduate ready to succeed in this dynamic new economy. That is why I have sent Congress an Education Accountability Act, to fundamentally change the way the federal government invests in our schools – to support more of what we know works, and to stop what we know does not. Identifying low-performing schools, and investing in turning them around. Ending social promotion, but investing in afterschool, summer school, and reading tutors for children who need it.

President Kennedy once said, "Our progress as a nation can be no swifter than our progress in education." From Eastgate Elementary ... to Central High School ... to City Academy, we are making the right kind of progress, by investing more and demanding more, so that all our children get the education they need and deserve. And, with strongest economy in history, there's no better time than now.

I'm really here today to learn more about what you're doing here at Eastgate.

[open to questions]

Education Tour – Central High School

Q&A

May 3, 2000

Q: The President is going to Davenport, Iowa. What will he talk about?

A: The President will visit Central High School in Davenport Iowa as part of an Education Tour to highlight his agenda of investing more in our schools and the commitment to assisting states and local districts build and modernize schools nationwide. The President's School Construction and Modernization proposal includes a \$1.3 billion emergency initiative that supports 5,000 school renovation projects through grants and loans to high-need school districts with little or no capacity to fund urgent repairs. The President also has proposed a tax credit for school modernization that would help build or modernize 6,000 schools nationwide. Central High School is almost 100 years old and is about to undergo renovation and so it exemplifies the challenges schools are facing nationwide.

Q: Why does the Federal government need to get involved in this issue?

A: In 1996, a U.S. General Accounting Office (GAO) report estimated that the cost of bringing America's schools into overall good condition was at least \$112 billion. Today, the National Education Association released a report that puts the cost at \$322 billion, more than double the GAO figure from just 4 years ago. Although the NEA figure includes new school construction to accommodate rising enrollment and modernization that is needed to support new technology, \$322 billion is a staggering figure. The President believes that a national need of this magnitude requires national action and that's why his balanced budgets have for the past 3 years included school modernization proposals.

Q: What's the significance of the report the President released today?

A: The new report from the U.S. Department of Education "School as Centers of Community: A Citizen's Guide for Planning and Design" serves as a solid resource for educators, planners, and community members to help them meet the challenge of providing modern educational facilities that our children deserve, and highlights methods of providing safe, motivating learning environments by providing guidance on making schools the center of the community. The report includes specific examples so that communities can get ideas and also has a planning guide.

Q: Davenport is about to modernize their schools without federal assistance – doesn't this indicate that federal support isn't needed?

A: Schools across the country are struggling to renovate schools without federal assistance because Congressional Republicans refuse to support the President's school modernization proposal. However, rather than cutting education programs to

fix schools the President's proposal would allow local school districts to modernize their schools and improve academic services to students. In addition, there are many communities across the country that simply can't afford to renovate or modernize their schools so students are in overcrowded classrooms and poor learning environments.

Q: Does the President support the Johnson-Rangel school construction proposal?

A: The President has said that he would sign the bipartisan compromise that Representative Johnson and Rangel's reached.

PRESIDENT CLINTON'S FIGHT FOR SCHOOL MODERNIZATION

Introduction Date

- July 11, 1996 President Clinton announces his intent to propose a school construction initiative, which would provide grants to pay for up to half of state and local interest costs on new school construction and renovation projects. The proposal would provide \$5 billion in federal funds to catalyze \$20 billion in school construction.
- March 13, 1997 Secretary Riley formally submits legislation to enact the President's school construction proposal. The Partnership to Rebuild America's School Act of 1997 was designed to allocate \$5 billion among states and 100 of the neediest school districts to reduce financing costs on \$20 billion in new school construction. The federal funds would be used to subsidize the interest on school bonds, to reduce the servicing costs of other financial mechanisms, to capitalize state revolving loan funds, or for similar purposes. The President's authorizing proposal was rejected by the Republican leadership and not included in the 1997 Balanced Budget Agreement. However, Qualified Zone Academy Bonds (QZABs), a very targeted new tax-credit bond for school renovation and other purposes in specific areas, were included.
- January 27, 1998 In recognition of the budget constraints on discretionary spending, President Clinton proposed tax credits to reduce state and local costs of school construction. The proposal would allow the states and localities to borrow nearly \$22 billion interest-free for school renovation and modernization. It would provide federal tax credits for investors in lieu of state or local interest payments on two types of bonds: School Modernization Bonds (a new proposal) and expanded Qualified Zone Academy Bonds (created in 1997). The President's proposal was again rejected by the Republican leadership.
- January 21, 1999 President Clinton again proposed tax-credit bonds for school modernization, asking for nearly \$25 billion in School Modernization Bonds and Qualified Zone Academy Bonds (QZABs). The President's proposal was, once again, rejected by the Republican leadership. However, QZABs were extended but not expanded.
- January 5, 2000 The President remains steadfast in his commitment to help local communities meet the unmet urgent school modernization needs in this country. President Clinton renewed his call for nearly \$25 billion in School Modernization Bonds and Qualified Zone Academy Bonds.

In addition, the President is proposing a new discretionary program to address the pressing need for emergency school renovation and repairs. Through loans and grants to needy school districts (with the neediest districts receiving grants), the initiative would allow much-needed repairs to such things as roofs, plumbing, and climate control systems. The initiative would support nearly \$7 billion in emergency construction in FY 2001 (at a cost of \$1.3 billion) and \$34.5 billion over five years (at a cost of \$6.5 billion).

OVERVIEW OF THE ADMINISTRATION'S SCHOOL MODERNIZATION PACKAGE

THE NEED FOR SCHOOL RENOVATION AND CONSTRUCTION IS A NATIONAL PRIORITY

In 1995 and 1996, the General Accounting Office (GAO) released a series of reports on the condition of American public schools. At that time, \$112 billion was needed to bring America's schools into good overall condition. The report identified \$36 billion was needed to repair or replace building features such as a roof or plumbing; \$11 billion was needed for accessibility and health and safety issues; and, \$65 billion was needed for extensive repairs and replacement.¹ In 1999, the National Center for Education Statistics (NCES) released a report that illustrated how America's schools are wearing out. The report highlighted the fact that the average public school in America is 42 years old and emphasized that school buildings begin rapid deterioration after 40 years.²

A series of reports on increasing enrollment further highlighted the obstacles that schools were confronting. In its latest report, the U.S. Department of Education highlighted that a record 53.2 million children are enrolled in elementary and secondary schools today. This number will reach 54.2 million by 2009. Further, at least 2,400 new public schools will be needed by 2003 to accommodate rising enrollments and to relieve overcrowding.

THE ADMINISTRATION'S DEDICATION TO THE SCHOOL CONSTRUCTION CRISIS

To provide support to communities that are struggling to address school construction needs, the President's FY2001 school modernization package takes a two-pronged approach. This package includes support for short-term emergency projects through loans and grants as well as a tax credit bond proposal to address long-term needs due to aging facilities and growing enrollments.

- **Includes a new \$1.3 billion school urgent/emergency renovation loan and grant proposal**
This \$1.3 billion initiative would leverage over \$6.7 billion of renovation projects in high-need school districts with little or no capacity to fund urgent repairs. Over five years, the program would leverage \$33.5 billion, enough to help up to 25,000 schools. Both loans and grants would be made available, with the smaller grant program directed toward the neediest districts.
- **Renews the President's strong commitment to his school modernization tax credit bond proposal.**
The President's School Modernization Bond proposal provides \$24.8 billion in tax credit bonds (including \$2.4 billion for QZABs – see below) over two years to build and modernize up to 6,000 schools. Through this program, the federal government pays the interest on the bonds through a tax credit in-lieu of a cash payment. This proposal costs \$2.4 billion over five years and is fully paid for in the President's budget.
- **Expands the successful Qualified Zone Academy Bonds (QZABs).**
Where the proposed tax credit bond proposal addresses new construction and major renovations, QZABs, created in 1997, were limited to assisting school renovation in high-poverty areas such as Enterprise Zones/Enterprise Communities (EZ/EC) or those schools with 35% of its students eligible for free and reduced priced lunch. \$400 million in bonding authority was initially provided in FY1998 and FY1999. Last year, an additional \$400 million was provided for FY2000 and FY2001. In this proposal, the President seeks to expand the QZAB program to \$2.4 billion in bond authority over 2 years by allowing QZABs to be used for new construction.

¹ GAO, "The Condition of America's Schools", GAO Report B-25 February 1995.

² National Center for Education Statistics, "How Old Are America's Schools?", January 1999.

CHOOSING WHAT'S BEST FOR YOUR SCHOOL DISTRICT

	<u>Permissible Uses</u>	<u>Eligibility</u>	<u>Characteristics</u>
Qualified Zone Academy Bonds	QZAB proceeds may be used for renovating school buildings; purchasing equipment; developing curricula; and training school personnel. Under current law, the proceeds may not be used for construction. However, the President's proposal would make new construction an allowable activity.	States allocate bonding authority among schools, which must (1) be located in an empowerment zone or enterprise community or (2) have at least 35 percent of their students eligible for free or reduced-cost lunch.	• Available now. • Helps low-income communities meet their most pressing school renovation needs and other necessary activities such as investing in technology and training teachers. • Requires public-private partnership.
School Modernization Bonds	Bond proceeds could be used for school construction and extensive repairs.	Half of the bonding authority would be allocated to (1) the 100 districts with the most children living in poverty and (2) states to allocate according to their priorities.	• Would help districts accommodate rising enrollments by building new schools. • Would be available to more communities than QZABs.
School Renovation Loans	School renovation and repair projects including roofs, heating and cooling systems, and plumbing.	Targeted to areas of need.	• Would help high-need school districts meet urgent renovation needs. • Would jump-start renovation quickly.
School Renovation Grants	Same as above.	Targeted to areas of highest need.	• Same as above. • Would not need to be repaid.

Sen. Snowe's BRICKS School Construction Proposal

Under Senator Snowe's BRICKS proposal (S. 1992), the federal government would make loans to help districts pay the interest on school bonds. Districts would have to repay the loans plus interest, so districts would still repay all of the principal and roughly three-quarters of the interest on the school bonds.

The interest rate on BRICKS loans would be up to 4.5 percent; however, interest would be waived through calendar year 2004 unless federal aid for special education is fully funded under the Individuals with Disabilities Education Act (IDEA). (Rep. Biggert's companion bill, H.R. 4054, would waive interest through 2007 unless IDEA is fully funded.) The proposal would authorize \$20 billion in BRICKS loans, which would be allocated to states based on their Title I shares. Each state would allocate the loans among its school districts..

The BRICKS proposal wouldn't help meet the pressing national need for school construction as much as the President Clinton's proposal for School Modernization Bonds, as proposed by Reps. Johnson and Rangel (H.R. 4094), or for loans and grants for urgent repairs as proposed by Rep. Clay (H.R. 3705). Districts would not have to pay interest on money borrowed under either of the President's proposals.

President Clinton's school construction proposals would:

- **Be consistent with state and local funding practices.** Borrowing to cover interest payments on school bonds is generally not permitted under state laws. Moreover, the financial structure envisioned by the Snowe proposal — including 16 separate borrowings (two in the first year and one in each of the following 14 years) instead of a single tax-exempt bond issue — may be burdensome in situations where each borrowing must be voter-approved.
- **Provide more benefits.** School districts would not have to pay interest on either School Modernization Bonds or emergency school loans or grants. In contrast, because BRICKS loans would have to be repaid at an interest rate of up to 4.5 percent, they would leave districts responsible for roughly three-quarters of the interest cost of school bonds.
- **Recognize the urgent need for school repairs.** The President's emergency loans and grants would (1) help districts more quickly because they would not have to seek approval of a school bond, (2) have repayment terms consistent with repair projects, and (3) provide a source for capital to districts without the fiscal capacity to pass bonds.
- **Better addresses the most pressing needs.** Under the President's plan, districts with the greatest need would receive aid. There is no assurance that federal assistance under the BRICKS proposal would be allocated by the states to the neediest districts.
- **Not raid the Exchange Equalization Fund (EEF).** The BRICKS proposal would be funded through the EEF, which was established to quickly respond in cases of emergency to instability in international financial markets. It should not be used to fund domestic discretionary spending.

How much construction BRICKS loans would support is unclear because of the proposal does not define the terms of the loans. For example, is the final payment on the loan due 15 years after the first loan disbursement or the last loan disbursement? Are the principal and interest repaid annually or due at the end of the loan period?

New School Renovation Resource

The U.S. Department of Education has a new publication available to assist communities in modernizing, renovating, and repairing aging and overcrowded schools:

FIXING OUR SCHOOLS NOW!

Qualified Zone Academy Bonds: Financing School Renovations and Repairs

Fixing Our Schools Now! contains detailed information about Qualified Zone Academy Bonds (QZABs), including technical information, frequently asked questions, state contacts, and examples of how school districts are using the QZAB program to finance renovation and repair of school facilities.



Qualified Zone Academy Bonds are a relatively new financing instrument that can be used to carry out much-needed school renovations and repairs. The federal government covers, on average, all of the interest on these bonds, thus enabling schools to save up to 50 percent of the costs of these renovation projects. The interest payment is actually a tax credit, in lieu of cash, provided to financial institutions that hold the bonds.

**Order this publication to learn how schools in your community
may be eligible for QZAB bonding .**

To order online, point your Internet browser to:
www.ed.gov/pubs/edpubs.html.

This report is also available at the Department's Web site at:
<http://www.ed.gov/inits/construction/qzab.html>
You may also call toll-free: 1-877-433-7827 (1-877-4-ED-PUBS).

PRESIDENT CLINTON'S COMMITMENT TO REPAIR, RENOVATE, AND RENEW AMERICAS SCHOOLS

January 5, 2000

"Today too many of our schools are so old they're falling apart, or so over-crowded students are learning in trailers. Last fall, Congress missed the opportunity to change that. This year, with 53 million children in our schools, Congress must not miss that opportunity again."

--President Clinton, State of the Union Address, 1999

President Clinton's FY2001 Budget demonstrates a strong commitment to investing in school construction and modernization. The FY2001 Budget:

- **Renews the President's strong commitment to his school modernization tax credit bond proposal.**

The President's School Modernization Bond proposal provides \$24.8 billion in tax credit bonds over two years to modernize up to 6,000 schools. This proposal costs \$3.7 billion over five years; expands the Qualified Zone Academy Bonds, a proven success; and is fully paid for in the budget.

- **Includes a new \$1.3 billion school urgent/emergency renovation loan and grant proposal**

This \$1.3 billion initiative leverages nearly \$7 billion of (approximately 8,300) renovation projects in high-poverty, high-need school districts with little or no capacity to fund urgent repairs. If continued over five years, the program would leverage \$34.5 billion, enough to pay for approximately 41,500 renovation projects. Both loans and grants would be made available, with the smaller grant program directed toward the neediest districts.

Nationally, there is an urgent need for school modernization

- **One-Third of All Schools Need Extensive Repairs.** One third of all public schools – about 25,000 schools – need extensive repair or replacement. School Facilities: The Condition of America's Schools, GAO Report Number HEHS-95-61, 1995-6.
- **Average School is 42 Years Old.** The average public school in America is 42 years old, and school buildings begin rapid deterioration after 40 years. How Old are America's Schools, NCEES, 1999.
- **\$112 Billion Needed Just for Repairs.** \$112 billion is needed just to repair the existing schools across the nation. School Facilities: The Condition of America's Schools, GAO Report Number HEHS-95-61, 1995-6.
- **School Enrollment Higher than Ever.** A record 52.7 million children are enrolled in elementary and secondary school today, and this number will climb to 54.3 million by 2008. 2,400 new public schools will be needed by 2003 to accommodate rising enrollments. The Baby Boom Echo: No End in Sight, Department of Education, 1999.

School Modernization Tax Credit Bond Proposal

This new type of bond – a tax credit bond – would provide interest-free financing to help state and local governments pay for school construction and renovation to help address issues of aging facilities and overcrowding. Instead of paying the interest and principal on school construction bonds, the issuer would only be responsible for repaying the principal. The federal government would provide tax credits to the bondholders in lieu of interest payments.

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The Administration's proposal would support nearly \$25 billion in bonds over the next two years to help states and districts build and modernize up to 6,000 public schools. President Clinton's proposal has an estimated cost of \$3.7 billion over five years, and is fully paid for in his budget.

School Renovation Loan and Grant Program

The School Renovation program would provide interest free federal loans and grants to needy school districts to fund urgent renovations. If continued over five years, the program would leverage \$34.5 billion, enough to pay for approximately 41,500 renovation projects. The loan program would be targeted to those districts unable to finance the interest cost associated with facilities renovation.

The smaller direct grant program would provide direct funding to the needy school districts unable to finance the capital expenditures associated with school renovation. Renovations funded through loans and grants could include repairs to roofs, climate control systems, or plumbing. Loans and grants could also fund school modernization to improve technology capability, if no other source of funds is available.

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