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Minnesota

Divider Title: _____

THE WHITE HOUSE
WASHINGTON

What grants - 006?
How much \$ in MN
PBR budgets?

May 2, 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, announce further steps to help public charter schools, and challenge communities around the country to create more high quality public charter schools to increase choice and competition in public education.

II. BACKGROUND

This week is National Charter Schools Week and City Academy is the nation's first charter school. This charter school was also the only one in operation when you were elected in 1992. Today you will meet with students from City Academy, release an Executive Memorandum asking the Secretary of Education to develop guidelines to help faith-based organizations understand how they can play a role in the public charter school movement, announce new grants for charter schools, and participate in an online chat with students from around the country.

BUSINESS AND FAITH-BASED GROUPS AND CHARTER SCHOOLS. The Executive Memorandum that you will release today asks the Secretary of Education to develop and release guidelines explaining how faith-based organizations and businesses can more effectively be involved with charter schools. These guidelines would augment the existing guidelines for public charter schools and the guidelines for religious expression in public schools that you released in December. The private sector can play a positive role with regard to charter schools and you will emphasize the ways that local businesses can be involved in the charter school movement.

GROWTH OF CHARTER SCHOOLS. When you were first elected, there was only one public charter school open in the United States. Now, there are 1,700, more than half way to your goal of 3000 charter schools. And thirty-six states, Puerto Rico and the District of Columbia now have laws on the books that enable the creation of charter

schools. Your national leadership and assistance have played a key role in this rapid growth by supporting the development of individual charter schools and helping to disseminate effective practices and strategies among schools. Your budget includes a \$30 million increase in funding for the program, 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.

ONLINE CHAT WITH STUDENTS FROM AROUND THE COUNTRY. While at City Academy, you will participate in a live "Webside Chat," hosted by ChannelOne.com with middle school and high school students from across the country. Following on the tradition of President Franklin D. Roosevelt's "Fireside Chats," you will utilize the latest technology to communicate directly with the American people. You will hear directly from students about their concerns and views on education and answer questions on topics, including: creating good learning environments; making schools an important part of communities; expanding college opportunity; promoting the role of technology in the classroom and improving America's schools.

III. PARTICIPANTS

Greeters:

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

Program Participants:

YOU

Representative Bruce Vento
Governor Jesse Ventura (Tentative)
Milo Cutter, Director, City Academy
Student TBD

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 (T), and Milo Cutter upon arrival to City Academy.

- **YOU** will be announced onto the stage, accompanied by Representative Bruce Vento, Governor Jesse Ventura (T), Milo Cutter, and City Academy student.
- 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 (T) will make brief remarks and introduce student.
- Student 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.

PRESIDENT CLINTON VISITS NATION'S FIRST PUBLIC CHARTER SCHOOL, ANNOUNCES NEW STEPS TO SUPPORT CHARTER SCHOOLS

May 4, 2000

Today President Clinton will visit the City Academy public charter school in St. Paul, Minnesota, to highlight the success of the charter school movement and to unveil new steps to help charters. City Academy is the nation's first charter school and was the only charter school in operation when the President was first elected in 1992. Thanks in part to the Administration's leadership, there are now over 1,700 charter schools. Today the President 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 webside chat with students from around the country. May 1-5 is National Charter Schools Week and the President will take this opportunity to challenge communities to create more high quality public charter schools to increase choice and competition in public education.

CHARTER SCHOOLS: IMPROVING PUBLIC EDUCATION AND EMPOWERING PARENTS.

Public charter schools exemplify a standards-based approach to education. Every charter school works with a public authority to establish clear performance standards. A charter school that fails to meet the terms of its charter is closed down. The federal government helps fund charter schools through the Department of Education's Public Charter Schools Program. The program, reauthorized with the President's leadership in 1998, gives priority to states that have strong standards for academic accountability. Charter schools receiving funding from the federal government must be measured by the same state assessments as any other public school. A recent national survey found that 65 percent of parents rated their child's public charter school as better than their former public school (only 6 percent rated them worse), and the Education Department reports that seven out of ten charter schools have a waiting list of students who want to enroll.

AWARDING NEW GRANTS TO EXPAND THE CHARTER SCHOOL MOVEMENT. President Clinton has long been a champion of charter schools. When he was 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. The President's FY 2001 budget includes a \$30 million increase in funding for charters, bringing total funding to \$175 million annually. Today, the President will announce the release of \$16 million in new grants to charter schools and \$121 million in continuation grants. Local charter schools use federal funding for planning, development, and start-up costs.

DRAWING SUPPORT FROM BUSINESSES AND FAITH-BASED GROUPS. The President today 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. The President believes that employers can play a key role in helping launch and sustain charter schools, and the proposed guidelines will help local businesses understand how they can be involved. 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. While at City Academy, the President 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, the President will use the latest technology to communicate directly with students on a range of topics. Last fall, the President conducted his first live Internet chat. He plans to host other "Webside Chats" on other vital issues.

May 2, 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 in its budget to increase the involvement of such organizations to help improve the quality of life in our nation's communities, 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 role in expanding educational opportunities while respecting the separation of church and state and the limitations on commercial involvement in schools is an important step to providing high quality educational experiences for all children.

THE WHITE HOUSE,

MEMORANDUM FOR THE PRESIDENT

FROM: Jacob J. Lew
Director

SUBJECT: Proposed Memorandum Entitled "Additional Guidelines for Charter Schools"

SUMMARY: This memorandum forwards for your consideration a proposed memorandum that was prepared by the Department of Education. The proposed memorandum would direct the Secretary of Education to develop guidelines to help faith-based organizations participate in charter schools.

BACKGROUND: In 1992, there was only one charter school in the country. Since then, the number of charter schools has increased dramatically and it is now estimated that there are more than 1,700 charter schools nationwide. Charter schools contribute to school reform because they promote accountability for results, competition, and choice within the public system. Charter schools allow local community groups, teachers, or parents to open public schools that meet their needs. Because charter schools are truly community-based schools, every institution that can play a positive role in school reform needs to know how it can be engaged with charter schools.

One kind of community institution that can provide important support for the goals of charter schools is the local faith-based organization. Faith-based organizations already play an important role in feeding the hungry, caring for the sick, and educating our children in communities around this nation. Under this Administration, faith-based organizations are also playing a effective role in helping to boost student learning and school success. There are successful partnerships between public schools and faith communities across the nation in after-school reading programs, school safety, discipline, and student literacy.

However, more can be done to educate faith-based organizations about participating in charter schools. The proposed memorandum, therefore, would direct the Secretary of Education 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 organizations understand the role they can play in the charter school movement. The guidelines would augment the existing guidelines for public charter schools and the guidelines for religious expression in public schools that were released by the Administration in December 1999.

None of the affected agencies objects to the proposed memorandum.

RECOMMENDATION: I recommend that you sign the proposed memorandum.

Attachments

MEMORANDUM FOR THE DIRECTOR

FROM: Robert G. Damus
General Counsel

SUBJECT: Proposed Memorandum Entitled "Guidelines for Faith-Based
Organizations and Charter Schools"

Purpose: The proposed memorandum would direct the Secretary of Education to develop guidelines to help faith-based organizations participate in charter schools.

Action Forcing Event: The White House Domestic Policy Council requests that you approve the memorandum as soon as possible. It is to be announced by the President this Wednesday May 3, 2000, in Kentucky in connection with the low-performing schools initiative.

Discussion: In 1992, there was only one charter school in the country. Since then, the number of charter schools has increased dramatically and it is now estimated that there are more than 1,700 charter schools nationwide. Charter schools contribute to school reform because they promote accountability for results, competition, and choice within the public system. Charter schools allow local community groups, teachers, or parents to open public schools that meet their needs. Because charter schools are truly community-based schools, every institution that can play a positive role in school reform needs to know how it can be engaged with charter schools.

One kind of community institution that can provide important support for the goals of charter schools is the local faith-based organization. Faith-based organizations already play an important role in feeding the hungry, caring for the sick, and educating our children in communities around this nation. Under this Administration, faith-based organizations are also playing a effective role in helping to boost student learning and school success. There are successful partnerships between public schools and faith communities across the nation in after-school reading programs, school safety, discipline, and student literacy.

However, more can be done to educate faith-based organizations about participating in charter schools. The proposed memorandum, therefore, would direct the Secretary of Education 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 organizations understand the role they can play in the charter school movement. The guidelines would augment the existing guidelines for public charter schools and the guidelines for religious expression in public schools that were released by the Administration in December 1999.

None of the affected agencies objects to the proposed memorandum.

Views of Affected Agencies and Staff: Externally, the memorandum has been approved by the Departments of State, Defense, the Interior, Justice, Education, White House Domestic Policy Council, White House Counsel's Office, White House Staff Secretary's Office, Presidential Personnel, and the Office of the Vice President. Internally, the memorandum has been approved by Chow, Gotbaum, Katzen, Mathews and me.

Recommendation: Sign the Memorandum for the President and forward it and the proposed memorandum to the President.

Attachments

MEMORANDUM FOR THE FILE

FROM: Mac Reed
Assistant General Counsel

SUBJECT: Proposed Memorandum Entitled "Guidelines for Faith-Based
Organizations and Charter Schools"

The following Executive departments and agencies do not object to the proposed memorandum:

1. Department of StateJ. Norton (647-4463)
2. Department of DefenseS. Brick (703-697-1305)
3. Department of the InteriorB. Peterson (208-5340)
4. Department of JusticeR. Hart (514-2027)
5. Department of EducationP. Riddell (401-8313)
6. White House Domestic Policy CouncilB. Reed (456-6515)
7. White House Counsel's OfficeB. Nolan (456-3632)
8. White House Staff Secretary's OfficeL. Loy (456-2702)
9. Presidential PersonnelB. Nash (456-6676)
10. Office of the Vice PresidentC. Burson (456-6605)

OFFICE OF MANAGEMENT AND BUDGET
ABSTRACT OF CORRESPONDENCE

TO: THE DIRECTOR

FROM: Mac Reed

OUTGOING TO: THE PRESIDENT

SUBJECT: Proposed Memorandum Entitled "Guidelines for Faith-Based
Organizations and Charter Schools"

The enclosed memorandum is self-explanatory.

SECRETARIES PLEASE NOTE: When Abstract has been signed off by designated
official, please handcarry to next office (if near).

When Director has signed memorandum, please call Mac Reed for pickup. He will
ensure entire package is transmitted to Justice prior to submission to the White House as
required by Executive Order No. 11030.

Control No. _____

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	PREPARED BY	CLEARED BY	CLEARED BY	CLEARED BY	CLEARED BY	CLEARED BY	CLEARED BY
SURNAME AND DIVISION	REED	UPSHAW	CHOW	DAMUS	GOTBAUM	KATZEN	MATHEWS
INITIALS AND DATE							

	PREPARED BY	CLEARED BY	CLEARED BY	CLEARED BY	CLEARED BY	CLEARED BY	CLEARED BY
SURNAME AND DIVISION							
INITIALS AND DATE							

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

**PRESIDENT WILLIAM J. CLINTON
REMARKS ON CHARTER SCHOOLS
CITY ACADEMY
ST. PAUL, MINNESOTA
May 3, 2000**

Acknowledgments: Gov. Ventura; Rep. Bruce Vento; Minneapolis Mayor Sharon Sayles Belton; City Academy Principal Milo Cutter; State Sen. Ember Reichgott Junge (reich-got young) and former State Rep. Becky Kelso (original co-sponsors of charter legislation); Charter Friends National Network Director Jon Schroeder (drafted original federal charter law); Center for School Change Director Joe Nathan (leading charter advocate); Progressive Policy Institute President Will Marshall; City Academy graduate Tomas (Tom) Gonzalez

Listening to Milo Cutter recount the struggles she has faced to get this school off the ground and make it a success, it occurred to me that everybody in this audience who has worked in or run a charter school probably has similar stories to tell. I know I have a few stories myself, after 20 years of being involved in school reform. But all you have to do is hear a young person like Tom Gonzalez recount his story, to realize that the struggle has been worth it.

One of America's greatest storytellers likes to say that in his mythic Minnesota town, Lake Wobegone, all the children are above average. Well, having just seen the latest rise in test results for Minnesota school children, I'd say your whole state is heading that way. The schools here in St. Paul are especially impressive. Under superintendent Pat Harvey, you've put in place virtually all of the accountability measures I'd like to see in all of our nation's schools--from ending social promotion to providing afterschool to embracing public school choice.

I've come here today, as part of my school reform tour, to talk about how charter schools can help fulfill what I believe must be one of the great national missions of the 21st Century: to turn around our worst-performing schools, so that all of our children receive the education they need to make the most of their lives.

The time is right to take on this challenge. We are at a moment of 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 their 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, including more choice and competition in public schools. 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.

Beginning in 1993, we cut hundreds of federal programs in order to reduce the deficit and improve the economy. Yet we also nearly doubled investment in education and training. We 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 the St. Paul district has used these resources to hire 23 new teachers, bringing the average class size in your early grades to 18. We've dramatically increased federal investment in afterschool and summer school. And 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. And yesterday in Davenport, Iowa I talked about the need to modernize our school building.

This strategy—investing more in our schools, and demanding more accountability from our schools—has also guided our policy on charter schools. When I became President, this school, City Academy, was the only charter school in the country. I wanted to see thousands more created, but that wasn't going to happen without substantial investment from the federal government, because charter schools require significant start-up costs. So we have invested nearly half-a-billion dollars since 1994 in new charter schools. As a result, today there are over 1700 charter schools, and we are well on our way to meeting our goal of 3000. Everyone here today ought to be proud of that. And I'm proud to be with you on national charter schools week.

The strategy of more investment, and more accountability, 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.

Charter schools have a crucial role to play in that revolution. Schools like City Academy provide alternative paths to success for students who have fallen through the cracks. At the same time, they often provide the kind of competitive energy that leads school districts to strengthen accountability and improve learning in traditional schools. Studies show that charter schools are at least as racially and economically diverse as public schools—in fact here in Minnesota they

are even more diverse than average. And surveys show the vast majority of parents with kids in charter schools think their children are doing better academically in their charter schools than they were in their previous schools. It's no wonder there are long waiting lists to get into most charter schools.

Not all charter schools are doing a good job. But unlike traditional public schools, or even most private schools, charter schools can be held accountable if they fail to provide quality education. Every state should have charter school laws that encourage this kind of accountability. Unfortunately, some states have laws that are so loose that failing charter schools are allowed to remain open. Others have laws that are so restrictive that it's almost impossible to open a charter school. Minnesota's charter law strikes the right balance—encouraging the growth of charter schools but holding those schools responsible for results.

We must built that level of accountability into the entire public school system. 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. 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 effective in turning around low-performing schools in states like Kentucky, which I talked about in my visit there yesterday.

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.

Now, there are those who say we should use vouchers to help students in failing schools go to private schools. But charter schools provide the choice and competition that proponents of vouchers say they want. And charter schools, unlike private schools, are accountable to the public for results. I believe we should be working to make all public schools more accountable, not diverting energy and money away from public schools into unaccountable private schools.

And for those who say charter schools drain money from public schools, I say: charter schools **are** public schools. And charter schools can help **save** public schools.

For charter schools to fulfill that role, we must create more of them. Today, I am taking action to do just that. First, I am pleased to announce over \$137 million in grants to help support new and existing charter schools in 31 states, plus the District of Columbia and Puerto Rico.

Second, I am directing the Secretary of Education to develop guidelines for how employers and faith-based groups can be actively involved in starting and supporting charter schools. While charter schools must be nonsectarian in their admissions and practices, faith-based groups can play a positive role. And employers can provide much-needed space and other resources to help charter schools get started.

In nearby Rockford, Minnesota, for instance, there is the Skills for Tomorrow school, sponsored jointly by the Teamsters Union and the Business Alliance. Union and corporate leaders not only helped develop the school, but provide students with internships and take part in judging whether students have met their academic graduation requirements—the better to ensure that they have the skills they need to succeed.

I hope the guidelines I am calling for today will encourage more faith-based and business groups to get involved.

The actions I am taking today are guided by the fundamental lesson we have learned during the last seven years: 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 St. Paul, 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 Tour – Webside Chat at City Academy
Q&A
May 4, 2000

Q: Does the President's website chat mean he endorses Channel One?

A: This should not in any way be construed as an endorsement of Channel One. It is for local schools and districts to decide whether or not to use Channel One. The only thing this Webside Chat endorses is the idea that the Internet is a means of exchanging ideas and engaging citizen participation in public life.

Q: What is the Administration's position on the commercialization that Channel One brings into the classroom?

A: As a former Governor, President Clinton knows that while education is a national priority requiring national leadership and investment, it is fundamentally a state and local responsibility. We have established an education system that leaves decisions about what goes on inside classrooms to the teachers, parents and educators closest to our children. Good educators disagree on this issue – some schools find the educational benefits of Channel One to be worth the cost, and others do not. Ultimately, President Clinton is more concerned with insisting on high academic standards in every classroom, than in commenting on decisions best left at the state and local level.

Charter School Event in St. Paul, MN

Q&A

May 4, 2000

Note: There is a separate Q and A on the Channel One Webside chat that the President will do at City Academy and issues associated with that.

Q: Why is the President visiting City Academy and what will he do there?

A: The President is visiting City Academy because it is an example of a successful charter school and because City Academy was the first charter school in the nation. City Academy opened in 1992 and was the only charter school in operation when the President was first elected to office. Now, there are more than 1,700 charter schools nationwide and 36 states and the District of Columbia have passed charter school laws. At City Academy the President will release an executive memorandum asking the Secretary of Education to develop guidelines to help faith-based and business institutions understand how they can be involved in charter schools and he will lead an online "Webside chat" about education.

Q: What does this Executive Memorandum do?

A: The Executive Memorandum asks the Secretary of Education to develop guidelines to help faith-based and business institutions understand the role they can play with regard to charter schools. 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 are in addition to existing guidelines for public charter schools and the guidelines for religious expression in public schools that the President released in December.

Q: What are some examples of how faith-based and business institutions are involved with public schools?

A: 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. The guidelines the President released last December highlighted a number of examples. For businesses, there are many examples of school-business partnerships working to help bolster school curricula, train teachers, implement technology effectively, offer mentors and tutors to students, and provide lessons in management and leadership. The President thinks we can do more.

Q: Does this mean that the President thinks that charter schools can be operated by churches?

A: No. By law charter schools must be non-sectarian in all of their operations, admissions, and practices. However, the President believes that public schools, including charter schools, and faith communities can reach out to each other in constitutional ways to support their common goals for children and families. Last December the President announced a comprehensive set of guidelines encouraging greater cooperation, within constitutional limits, between public schools and 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. Today's memorandum is just an extension of those guidelines to include public charter schools that by their nature are different than public schools and so may face different issues.

Q: In some states there is a lot of resistance to charter schools and charter schools are having mixed results, what's the President's view of this?

A: There are 1,700 charter schools in the country right now and just like the traditional public schools there are ones that are succeeding and ones that aren't. The President believes that accountability is the cornerstone of the charter movement and that charter schools that aren't meeting the terms of their charters should be dealt with. The President is pleased that overall charter schools are serving a diverse population and that a majority of charter schools have waiting lists and the President doesn't think that the whole charter movement should be defined by a few bad apples.

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Ohio

Divider Title: _____

THE WHITE HOUSE

WASHINGTON

May 2, 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

To participate in a roundtable discussion on school reform with school officials, school administrators, teachers and parents, and to recap the issues you have highlighted throughout your education reform tour.

II. BACKGROUND

Eastgate is an elementary school in the process of turning itself around and has substantially increased test scores during the past year. The school has hired two teachers through your 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 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.

III. PARTICIPANTS

Greeters:

Rosa Smith, Superintendent, Columbus Public Schools
Barbara Blake, Principal, Eastgate Elementary School

Program Participants:

YOU

Barbara Blake, Principal, Eastgate Elementary School

Roundtable Participants:

YOU

List of participant bios to be forwarded.

IV. PRESS PLAN

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.
- **YOU** will work a ropeline with the students of Eastgate Elementary School.
- **YOU** will proceed to the gymnasium.
- The roundtable participants will be announced onto the stage.
- **YOU** will be announced onto the stage, accompanied by Barbara Blake, Principal.
- Barbara Blake, Principal, will make brief welcoming remarks and introduce **YOU**.
- **YOU** will make remarks and proceed to your seat at the table.
- **YOU** will participate in a roundtable discussion.
- Upon conclusion of the discussion, **YOU** will make brief remarks, work a ropeline, and depart.

VI. REMARKS

Roundtable Discussion – See suggested discussion sequence attached.

Remarks – To be provided by speechwriting.

VI. ATTACHMENT

- Suggested Discussion Sequence and Questions.

PRESIDENT CLINTON HIGHLIGHTS EDUCATION REFORM AGENDA WITH ROUNDTABLE ON WHAT WORKS

May 4, 2000

Concluding his national School Reform Tour today at Eastgate Elementary School in Columbus, Ohio, President Clinton will highlight his education reform agenda with a roundtable discussion of what works. Columbus is raising student achievement by improving teacher quality, reducing class size, and investing in what works. By demanding more through high standards and real accountability, and by investing more in smaller classes, reading, and teacher quality, the Columbus Public Schools are achieving measurable results in some of their lowest-performing schools. Joining with educators, parents and students in a roundtable discussion, President Clinton will call on Congress to follow Columbus's lead by passing an education budget and education accountability bill to invest in our nation's schools and demand more from them.

REDUCING CLASS SIZE TO INCREASE STUDENT ACHIEVEMENT. The President will highlight the impact in Columbus of his initiative to hire 100,000 new teachers to reduce class size in the early grades. The Columbus Public Schools used funding from the President's 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.

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. The President will take part in a roundtable discussion with educators, parents, and students on what is working in Columbus, and how to apply those lessons elsewhere.

INVESTING IN OUR SCHOOLS AND DEMANDING MORE FROM THEM. The President will conclude his School Reform Tour by calling on Congress to send him education legislation that invests more in our schools and demands more from them. The President has sent a plan to Congress that 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. The President's budget includes a \$4.5 billion increase in education funding – up 12 percent from last year. The President has 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.

Joshua S. Gottheimer
05/03/2000 12:49:12 AM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: Draft--Columbus Educ Remarks.Comments pls to Gottheimer via Signal.

Draft 05/03/00 12:30am

Josh Gottheimer

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

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, 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]

Message Sent To: _____

Education Tour – School Reform, Columbus, OH
Q&A
May 4, 2000

Q: Why is the President visiting Eastgate Elementary school in Columbus, Ohio?

A: Eastgate Elementary illustrates the success students and schools can reap from the President's formula for education reform: set high standards for all children, insist on accountability for results and invest in what works. The percentage of Eastgate students passing the state's proficiency test in fourth grade reading has almost doubled since 1996-97, the percentage passing fourth grade math has tripled, and the percentage passing fourth grade science has increased more than five-fold. The dramatic improvements in student achievement at Eastgate show that proven strategies can turn around failing schools. Moreover, the Columbus school district is helping to turn around failing schools and improve all public schools with its strong Peer Assistance and Review Program, strategic use of federal money to reduce class sizes in the early grades, and significant after school programs. The President urges Congress to pass his proposal to reauthorize the Elementary and Secondary Education Act, and help districts across the country take similar steps towards success.

Q: What will the President do at Eastgate?

A: President Clinton will host a roundtable on education reform with local educators and leaders to discuss their efforts and to find out how his initiatives are influencing them. The President will also meet some of the students from Eastgate.

Q: Is the President's Higher Standards-Higher Pay for teachers initiative modeled on the Columbus Peer Assistance and Review program?

A: President Clinton strongly believes that innovative reforms around the country are overcoming challenges in education every day, and that the federal government can play a positive role by identifying what is working, and helping to replicate it in other places. Most of his education reform strategies build on effective programs around country, and the Higher Standards-Higher Pay design draws heavily from Columbus program. Higher Standards-Higher Pay for Teachers is a \$50 million initiative that will award grants to high-poverty school districts to help them attract and retain high-quality teachers. Participating partnerships would agree on steps to recruit talented, certified new teachers; evaluate new teachers; provide mentors for new teachers and principals; reward good teaching; and adopt faster but fair ways to identify, and improve or remove low performing teachers.

Q: Last month the American Federation of Teachers (AFT) proposed a national test for new teachers, what is the President's view of this?

A: The President strongly supports proposals to increase teacher quality and is supportive of challenging competency tests as one strategy to accomplish that. In the 1980's, under

the leadership of the President and Mrs. Clinton, Arkansas led the way in raising standards for teachers and the President was a proponent of testing for teachers. The President believes that we must pay our teachers more but that we also must demand more from them. The AFT proposal is a step in that direction.

Q: What is the Administration doing to address teacher quality?

A: The President has proposed a comprehensive plan to improve teacher quality in this country and ensure that all children have a high quality teacher. The President's Teaching to High Standards initiative would invest \$1 billion in high quality standards-based professional development for teachers. He has also proposed to demand more from teachers by ending out-of-field teaching and requiring that states ensure that 95 percent of their teachers are certified. In addition, the President's class size reduction initiative is raising teacher quality while reducing class size in the early grades.

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Miscellaneous

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April 25, 2000

MEMORANDUM FOR THE CHIEF OF STAFF

FROM: Bruce Reed
Eric Liu
Andrew Rotherham

SUBJECT: School Reform Tour Sites

Here is some brief information on the four schools we plan to visit during the President's School Reform Tour next week. All have been vetted by the Department of Education, and we have spoken with officials at each school. Because we want to advance this information to the press tomorrow, we'd like to get your final sign-off on this list today.

1. Audubon Elementary

Owensboro, Kentucky

Message: Accountability and Standards

This K-5 school has 450 students, 64 percent of whom qualify for free and reduced price lunch. The school is 85 percent white and 15 percent non-white. Audubon, a formerly low-performing school, was recognized as a National Title I Distinguished School in 1998-1999. The school now ranks 18th in the state for student performance. The school has improved from 12 percent to 57 percent of students identified as distinguished or proficient in writing (now second in the state); from 5 to 70 percent in reading; and 0 to 64 percent in science. It has a teacher hired through the President's class size reduction initiative (she is referred to locally as the "Clinton Teacher") and class sizes that range from 15-22. This school is an excellent showcase of how high standards, accountability, and investment can turn around low-performing schools. It also helps debunk the notion that high-poverty schools cannot be high-performing schools.

2. Central High School

Davenport, Iowa

Message: School Construction

Central High School, built in 1904, is the oldest school in Davenport. Davenport is currently undertaking a comprehensive renovation of their high schools and Central High School is the last school to begin this process. The planned renovation at Central includes an expansion of the media center, expansion of classrooms, upgrading the science lab, upgrading the electrical, communication, and ventilation systems, and upgrading their physical education facilities. Because Central is almost 100 years old and

appears old to the casual observer, it is an excellent location to highlight the President's school modernization proposal. Surveys show that with regard to school renovation, ventilation/air quality and technology are two issues that particularly concern parents. Central has 1439 students, 33 percent of whom receive free and reduced-price lunch. 29 percent of the students are minorities. Test scores are average and a high percentage of students go on to further studies upon graduation.

3. City Academy

St. Paul, Minnesota

Message: Charter Schools

City Academy is the nation's first charter school and was the only charter school in operation when the President was first elected to office. 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. To be admitted to City Academy, a student must not be attending school anywhere else. City Academy serves approximately 100 high school students and is diverse demographically. Because May 1-5 is National Charter Schools Week, the President's presence at this school will reinforce the Administration's leadership on this key tool for school reform.

4. Eastgate Elementary School

Columbus, Ohio

Message: Teachers, Teacher Quality

Eastgate is an elementary school in the process of turning itself around. There are approximately 200 students at this school, all of whom wear uniforms. Ninety-eight percent are African-American and 78 percent qualify for free and reduced-priced lunch. Although this school still needs improvement, it has substantially increased test scores during the past year. The school has hired two teachers through our class size reduction initiative. In addition, four of the school's teachers are participating in the Columbus Public Schools' Peer Review program, which the President will highlight. The Ohio Civil Rights Commission tutors at the school weekly in math and science and Lucent donated a computer lab, so we can highlight partnerships with outside groups as well.

Gore
2000

Gore Details Plan to Hold States, Schools and Students Accountable for Results

Questions Bush Plans, Resolve and Record in Texas

Dallas - April 28 - Addressing the national conference of Black Mayors, Al Gore today detailed a five-point plan to hold states, schools and students accountable for results. Gore also noted that Bush's education plan "skimps on needed investments, asks too little on accountability, and does almost nothing to ensure meaningful public school choice and competition."

"Investment without accountability is a waste of money," Gore said.

"Accountability without investment is doomed to fail. And public school choice and competition are essential if we want to push our schools to the highest possible levels of excellent education."

Specifically, Gore's education accountability plan:

*** TURNS AROUND FAILING SCHOOLS**

Gore's education accountability plan helps states and school districts identify failing schools, and turn them around. Under Gore's plan, failing schools that did not improve quickly could be shut down and reopened under a new principal. Gore would also require a full peer evaluation of every teacher, intensive training for those who need it, and fair ways to improve or remove low-performing teachers. Alternately, Gore would allow states to shut down failing schools and re-open them as charter schools with incentives to attract the best teachers and high-performing principals.

*** EXPANDS PUBLIC SCHOOL CHOICE**

Gore believes in more choice and competition within the public school system. Gore would triple the number of Charter Schools and put forward a plan to bring public school choice to 100 of the lowest-performing school districts in America. Gore opposes private school vouchers, which funnel public money into private schools that are not accountable.

*** PROMOTES HIGH SCHOOL EXIT EXAMS, HELPS REDUCE DROPOUT RATE**

Gore would call on states to establish high school exit exams and other measures to ensure that high school students can read and do math at high school levels before graduating. Participating states would be required to develop a plan for ensuring that all students, especially disadvantaged students, are prepared to graduate from high school. States would also develop aggressive strategies to ensure progress in reducing the dropout rate. Bonuses would be given to school districts and schools that make significant progress in reducing the dropout rate.

*** REWARDS SUCCESS, INSISTS ON CONSEQUENCES FOR FAILURE**

Gore would provide clear financial incentives for states and school districts that successfully narrow the achievement gap. States that fail to substantially close the achievement gap between disadvantaged students and their peers based on performance on the National Assessment of Educational Progress would lose federal administrative funds under formula programs including Title I.

*** FOCUSES ON DISCIPLINE, CHARACTER AND SAFETY**

Gore's plan calls for a renewed focus on discipline, character and safety in schools. Gore would create second-chance schools where children headed for trouble, and those caught with guns, could receive the strict discipline and intensive services they need. Under a Gore administration more children would have a place to learn in the afternoon hours when most juvenile crime, teen pregnancy, alcohol and drug use occur. Gore would also establish a School Responsibility Day in every school, at the beginning of every school year, to assure better communication between parents and teachers about what standards are appropriate and how they should be enforced.

Gore's comprehensive education plan offers universal pre-school to every four-year old child in America; reduces class size and creates smaller schools; requires testing of all new teachers; ensures that new and existing teachers are qualified to teach their subject area; raises standards and accountability; helps local communities modernize old schools; and help parents save for college, tax and interest free.

"The quality of our public schools is perhaps the greatest test of our responsibility to the next generation," Gore said. "My differences with George W. Bush on this issue are not personal. But when it comes to education reform, I have serious questions about his plans, about his resolve, and his record here in the State of Texas."

Under Bush, Texas has a pre-school participation rate 28 percent below the national average. The state also ranks 41st in standards for teacher quality. Bush opposed and now proposes eliminating a plan to help hire 100,000 new teachers to reduce class size.

Bush's education reform agenda drains money from public schools. Bush has proposed stripping failing schools of Title I money and giving the funds directly to parents in the form of a voucher that can be used for private schools. And though more than three-quarters of all Texas public schools need upgrades and repairs, Bush opposes giving local communities federal assistance for school construction and modernization. Bush has described school construction efforts as nothing more than 'bricks and mortar.'

###

THE PRESIDENT HAS SPOKE
4-19-00

EDUC -

ED WRITERS SPEECH

THE WHITE HOUSE

Office of the Press Secretary
(Atlanta, Georgia)

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For Immediate Release

April 14, 2000

REMARKS BY THE PRESIDENT
TO EDUCATION WRITERS ASSOCIATION

Sheraton Colony Square Hotel
Atlanta, Georgia

copied
Reed
Burson
Podesta

11:35 A.M. EDT

THE PRESIDENT: Thank you very much, Kit. Ladies and gentlemen, I'm delighted to be here with all of you, along with Secretary Riley and Bruce Reed, my Domestic Policy Advisor.

It has been over 20 years now since Dick Riley and I, as young governors, first began to grapple with the need to reform education. It's been 17 years since A Nation At Risk report sounded the alarm about the state of education nationwide; over 10 years since the Education Summit in Charlottesville, which put us on a path to national action; and as Kit said, it was 10 years ago this month that I got up at 4:30 a.m. in the morning to fly to Chicago to speak to this group. I hope you'll forgive me if I don't remember exactly what I said in the fog of that early morning.
(Laughter.)

Doubtless, some of the veteran reporters here have been around long enough to have seen this whole fascinating drama unfold. Today I'd like to talk about the progress our public schools have made, and the hard work still ahead. First I want to note something astonishing that I think everyone in this room should be proud of -- 17 years after the Nation At Risk report, over 10 years after Charlottesville, there is still a passionate sense of national urgency about school reform, about lifting standards, improving accountability, increasing learning.

I can think of no other issue that has sustained to such an intense level of commitment from the public, elected officials, business leaders,

and the press. If anything, the determination of the American people to improve our schools is greater than ever. That's a tribute to the love of our people for their children, to their understanding of the importance of education in the global information economy, to the realization that we have the largest and most diverse student body in our history, and to the enduring American belief that all our children can and must learn.

It is also a tribute to the commitment and the enterprise of education writers in cities and towns all across this country who have kept the story of education reform in the news year after year.

This intense national commitment has produced real progress. Today I am pleased to announce a new report by the Department of Education which documents the progress of the last seven years, some of which Kit mentioned. The report makes clear that math and reading scores are rising across the country, with some of the greatest gains in some of the most disadvantaged communities. For instance, reading scores of 9-year-olds in the highest poverty schools rose almost an entire grade level on the national assessment of education progress between 1992 and 1996, reversing a downward trend.

The report also shows that 67 percent of high school graduates now go on to college, up 10 percent since 1993. This is a copy of it and it will be available soon, and I hope all of you will read it and then distill it for the people who read you.

Clearly, we're making progress. Our young people are getting the message they need a college education to have the future of their dreams. We've tried to make those dreams more affordable, with the largest expansion of college opportunity since the G.I. Bill, including the creation of the HOPE Scholarship tax credit, which over 5 million families have already claimed since 1998; education IRAs; more affordable student loans, which have saved students \$8 billion -- about a third of our student loan recipients are in the direct loan program now -- they've saved students \$8 billion, and the taxpayers \$5 billion more. They have helped us to take the default level from over 22 percent to under 9 percent, and to triple annual loan repayment rates.

We also have more Pell Grants; we're up to a million work-study slots; we've got over 150,000 young Americans earn scholarships by serving in AmeriCorps, many of them in our public schools. And the Gear-Up program is now pairing college mentors with a quarter of a million middle school students who are at risk, to prepare them for college and convince them the money will be there when they're ready to go.

College entrance exam scores are rising, even though more students

from disadvantaged backgrounds are taking the test. And before the Congress this year is my proposal to provide a tax deduction for college tuition of up to \$10,000. If we can do that, along with another increase in the Pell Grants and the other proposals I've mentioned, I think when we leave, Dick and I, we'll be able to say that we have truly opened the doors of four years of college education to all Americans.

We also see progress in the fact that about two-thirds of all of our classrooms are connected to the Internet, with the help of the e-rate program, which the Vice President pioneered. That's up from only 3 percent in 1993. Ninety-five percent of our schools have at least one Internet connection, including 90 percent of our poorest schools. And I think we'll be right at 100 percent by the end of the year for not only the schools, but for almost all the classrooms, except -- and this is a big except -- in those schools that are literally too dilapidated to be wired for the Internet.

We see progress in falling class sizes in the early grades, and we're trying to help that with our program to hire 100,000 new highly-trained teachers, 30,000 of whom have been funded, and we're trying to go to 50,000 in this year's budget. We see progress in the very large increase we've had for pre-school -- and I've proposed the largest in history for this year -- and in the fact that 1,400 of our colleges and universities are providing volunteers for the America Reads program to help make sure all our 3rd graders can read independently by the time they finish that year.

And we see progress in the growing public consensus about what must be done to reach our ultimate goal, providing a world-class education for every child in America. I think this consensus can be summed up in a simple phrase that has been our mission for the last seven years: invest more in our schools, demand more from our schools.

When I became President in 1992, the education debate in Washington, I felt, was fairly stale and predictable, and unfortunately, divided into what I thought were partisan camps with false choices. On the one side were those, most of them in my party, who believed that money could solve all the problems in our schools, and who feared that setting high standards and holding schools and teachers and students accountable to them would only hold back poor children, especially poor minority children.

On the other side, there were those, mostly in the other party, who fundamentally did not think the public schools we're fixable, and therefore, didn't want to spend much money trying. Also they felt education was a state responsibility, and therefore, should not have a comprehensive national response. Some of them, you'll remember, even tried to get rid of the Department of Education.

Vice President Gore and I believed both those positions were wrong. There was plenty of evidence, even then, that high levels of learning were possible in even the most difficult social and economic circumstances. The challenge was to make the school transformation going on in some schools available and active and real in all schools. And we sought to do it by investing more in our schools and demanding more from our schools.

This did not require, as some have charged even recently, micromanagement of our schools by the Department of Education. Indeed, under Secretary Riley's remarkable, steady leadership, federal regulations on schools K through 12 have been reduced by two-thirds. In addition, we made ed-flex available to all 50 states, which makes it possible for them to reduce even further federal regulations on the details of how federal dollars are spent.

In 1993, we passed a new economic plan that cut hundreds of programs in order to reduce the deficit and improve the economy. But even in that harsh budget year, we boosted education spending. Over the last seven years, we've nearly doubled investment in education and training, even as we've turned record deficits into record surpluses.

In 1994, we overhauled the Elementary and Secondary Education Act, requiring states to set academic standards for what their students should know. We passed the Goals 2000 legislation, which provided states with more resources to create and implement strategies to achieve standards. Since then, we've gone from only a handful of states having standards to nearly every state with them.

Forty-eight states also have assessments in place to measure student progress in meeting those standards -- although, as Kit noted, I have been unsuccessful so far in convincing the Congress that we ought to have national standards and a voluntary national test to measure them. But because we insisted in 1994 that Title I funds be better targeted, 95 percent of high-poverty schools get them today, up from 79 percent seven years ago. And I think it's very important that this progress not be undone as Congress looks at Title I again this year.

In 1994, we began encouraging more competition and more choice for parents within the public school system, including magnet schools, schools within schools, work-site schools, and the creation of public charter schools. We also invested the resources necessary to get the charter school movement off the ground. When I became President, there was just one charter school in all of America, in Minnesota. Today, thanks in part to our investments, there are over 1,700. Vice President Gore has called for tripling that number.

I think the spread of the charter school movement is one of the great under-reported stories in education, one that makes the whole debate over vouchers into something of a sideshow. Charter schools provide choice, and competition, that proponents of vouchers say they want. And unlike private schools, charter schools are accountable to the public for results. They all haven't succeeded, although most of them have done quite well. But then, they can be shut down if they don't. I think we should be working to make all public schools more accountable, not diverting much-needed energy and money away from them.

The strategy of greater accountability and greater investment continues to guide everything we're fighting for in education. 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.

We want quality teachers in all classrooms; report cards to parents on school performance, for all parents and all schools; no social promotion, but help for students, not blaming them when the system fails them; a plan to identify failing schools and improve them, or shut them down; a systematic effort to make our schools safe, disciplined and drug-free.

I've also asked Congress to make a range of other investments that to make accountability work. Yes, we must end social promotion. But I say again, we need more investments in after-school and summer school programs. It is wrong to blame the students for the failure of the system.

We had the first federal support for after-school programs in 1997, at a million dollars a year; \$40 million in '98; \$200 million in '99; \$453 million in 2000; and we're asking for a billion dollars in 2001. If we get it, we will soon be able to provide after-school programs to every student in a poor-performing school in the United States.

We must also invest in modernizing our schools, to get our kids out of overcrowded classrooms. Our classrooms where the walls are too old to be wired for the Internet, or where it's so stifling hot in the summer that students in summer school can't learn. There are many cities in this country where the average school building is 65 years of age or more. There are schools in New York City that are still being heated by coal-fired furnaces. There are literally school buildings all across the country that cannot be hooked up to the Internet -- they simply can't be wired. And we all know the stories of how many of our kids are in trailers. The largest number of trailers I have seen behind the smallest school was 12, outside an elementary school in Jupiter, Florida, a couple of years ago. So I think that is very important.

We have also worked on this for a long time. For four years I have tried to get the Congress to approve my tax credit to help to build or modernize 6,000 schools. I have made the proposal again this year, along with an appropriation that would allow us to do renovations on another 5,000 schools a year for the next five years, in districts that are so poor it is simply unrealistic to expect that they could float a bond issue and raise the money, even with a tax credit.

Six years ago, we passed legislation calling on states and school districts to identify and improve low-performing schools. States have now identified some 7,000 low-performing schools, and they're working to improve them. The education budget that I have presented last year, that we passed -- excuse me, we passed last year -- required states that failed to turn around their low-performing schools to let their students transfer out of those schools to other public schools.

I've asked Congress now to double our investment in the educational accountability fund, so that we'll have adequate funding to help more schools turn around or be shut down. School districts can use this money to make the sweeping systematic changes that have proven so effective in turning around low-performing schools -- from Dade County to Kentucky to Chicago.

Last year, for example, I gave a blue ribbon schools award to Buford County Elementary in Buford, South Carolina. Classified as one of the state's worst-performing schools five years ago, Buford embraced accountability and higher academic standards, and started after-school and summer school programs for students who are lagging behind.

Today, their math and test scores exceed the state average, and local parents are pulling their children out of private school and putting them in the city's public schools. If, for whatever reason, a school doesn't turn around, our educational accountability fund can be used to allow parents to transfer their students out of these schools into better-performing ones, including charter schools.

The standards movement is making a difference. I believe when we passed Goals 2000 and provided funds to help states develop standards and strategies for meeting them, we made a contribution. Now, the real key is -- and I think it's embodied in the topic of your conference -- is if we have standards in all the states, how do we get them in the classrooms? And how do we make sure they're making a difference in the lives of the students? That, to me, is the real key.

And you have to begin, I think, with improving the capacity of

principals and teachers to do their jobs. We have \$40 million in our budget to help states improve school management and school leadership, instructional leadership, by principals. I have proposed a new teacher quality initiative -- to recruit more talented people into the classrooms, to reward good teachers for staying there, to give all teachers the training they need. This will build on the strong support we have given for incentives for people to go into inner-city and other underserved areas.

We've given to the National Board for Professional Teacher Certification. There were no board-certified master teachers when I took office; there are now 5,000. We've done everything we could to support that program. There are 10,000 teachers who are in the application process at this time. Our goal is to provide funding enough to get up to 100,000 teachers that are board-certified master teachers, with the idea that there ought to be one in every school building in America. When that happens, I think it will significantly change the culture of education in our country, because of the rigorous certification process and the work that is done to make sure that the teachers are actually effective at teaching our children.

We're also trying to help deal with some of our teacher shortages. Secretary Riley has established a commission on math and science teaching, and Senator John Glenn has taken that on as his next mission. In October, they will give us a report, which I hope will spur further action in that area. The Secretary has also called for the creation of more dual schools, that provide English plus education in at least one other foreign language, which could, I think, help to moot the whole English-only debate, show that we're interested in teaching all of our kids English, and teaching them in English, but recognize the vast diversity we have in the country, and the need we have to have more teachers who are bilingual and who can teach in an effective manner the students who come to our schools whose first language is not English.

I would also like to mention that in our proposal to create 100,000 new teachers for smaller class sizes, the teachers are required -- every new teacher under that proposal is required to be fully qualified. And I think that this whole movement to improve teacher quality is really catching on. I know that you know that today the American Federation of Teachers is proposing a national standards and a national test for all new teachers. And I applaud them for it. I've been fighting for testing for higher standards, for better pay for teachers for almost 20 years now. In 1993, Hillary and I passed a law that made Arkansas the first state in the country to test teachers. That was a really popular at the time. (Laughter.) It was an interesting experience.

But because our teachers performed, I might add, better than anyone anticipated, it happened that the children began to perform better, as well. Today, I think Al Shanker would be very proud of the AFT; his successor, Sandy Feldman, and all of them -- and I think all of you should be proud of them. We need to demand more of our teachers, but we need to reward them better. We're going to have a couple million teachers retiring in the next few years.

We already have the largest student population and the most diverse one in our history. We're going to have to work very, very hard to get more qualified teachers in the classroom. There are already too many teachers teaching classes for which they're not fully qualified and this problem is going to be dramatically exacerbated by the size of the student population, combined with the retirement plans and just the ticking of the time clock for many of our teachers. So we will have to focus more and more and more attention on this.

And in that connection, let me say I have repeatedly challenged states, I'd like to do it again today, to spend more of their budget surpluses on raising teacher pay. Most of our states are in terrific shape today, but they, too, every one of these states is facing the prospect of too many teacher retirements. With very low unemployment, they're having the same problem recruiting teachers that we're now having in some of our military positions, recruiting into training. But they don't have any of the sort of supplemental benefits that you get if you're in the military.

Everybody says this is the most important thing in the world; most of the money still comes at the state level. When the budget surpluses are there, when the money is there, now is the best time most states have had in a generation to make a dramatic increase in teacher pay and I hope they will do so.

Now, let me just make a couple of points about where we are and where we're going. The fundamental lesson of the last seven years, it seems to me, is that an education investment without accountability can be a real waste of money. But accountability without investment can be a real waste of effort. Neither will work without the other. If we want our students to learn more, we should do both.

The strategy is working. But, again, I say, with the largest, most diverse student body in history and the educational premium rising every year in the global information society, we must do more. I've been very pleased at the proposals that Vice President Gore has made and the education plans he's put forth. I'm also pleased that after some struggle we have had bipartisan majorities for the education budgets of the past few years. Unfortunately, it's still a fight every year. Yesterday, the House

Education Committee passed a so-called reform bill that eliminates after-school programs, abandons our class size efforts, which are totally bipartisan, and fails to modernize a single school in yet another year. This comes on top of the Senate's Education bill, which rolls back reform even more.

I believe that the majority of people in the other party in Congress are still resisting the investments our schools need. In the name of accountability, they are still pushing vouchers and block grants that I believe would undermine accountability. And both bills greatly under-fund education.

There's an even bigger problem with many of the plans being discussed in this election season, many of them apparently appealing. But the problem is, even the apparently appealing plans advanced by Republicans are in trouble because of the combined impact of their proposed tax cut and defense spending increases. You know, one of the things -- somebody asked me the other day, well, Mr. President, what was your major contribution in your economic reform package for this longest expansion in American history? And you know what my answer was? The return of arithmetic. We brought arithmetic back to the budget. We replaced supply-side economics with arithmetic. (Laughter.) And lo and behold, it worked.

And so when anybody says anything -- they're for this, that, or the other thing -- you have to say, well, how does all this add up? Here's the surplus; it's going to be reduced by X amount, depending on what your tax cut is. Then it's going to be reduced by Y amount, depending on what you require for defense. Now, what are your plans for the retirement of the baby boomers? How will you deal with the fact that Social Security today is slated to run out in 2037, before the end of the baby boomers' life expectancy? What about Medicare? What are you going to do with education? Arithmetic is a very important element in politics and public life. And it is often ignored -- you're laughing, but I'm telling the truth and you know it. (Laughter.)

And so here's the problem with some of these education proposals. If you take over \$1 trillion out over 10 years for a tax cut, and you increase defense even more than I have -- and I've been a pro-defense Democrat; we've increased defense spending every year I've been President -- there simply will not be the money left to fund a lot of these education and other proposals. I think it's wrong to spend about \$100 of the surplus on tax cuts for every \$1 you spend on education. I just don't think that is consistent with our national priorities.

A study came out last week showing that the percentage of income the average American family is paying on income taxes is the lowest it's been

since 1966. And it is true that the income tax for lower-income working Americans is now largely negative, because of the impact of the earned income tax credit. It is true that people in the highest 20 percent are paying higher rates, but because of the way the economy has grown their after tax income in real, constant dollars, even with higher rates, is 24 percent higher than it was 12 years ago.

So I support -- as I think all of you know, I support a tax cut. But mine is considerably more modest. I want the \$10,000 deduction for college tuition. I want a refundable child care tax credit. I want an increase in the earned income tax credit. I want families to have a \$3,000 tax credit for long-term care, to care for an elderly or disabled family member -- it's becoming a huge problem, and as the aging of America progresses, it will be a bigger and bigger problem.

I want to give people with money, upper income people, financial incentives to increase philanthropy and to invest in the poor areas of America -- the new markets of America that have been left behind; and to invest in new technologies that will help us clean the environment and combat global warming.

But I have applied arithmetic to my proposal. And I think it is very important that we think about this, because it would be tragic if after we finally begin to really make some nationally, measurable progress in education here -- not just in the inputs, but in the outputs; and we know so much more about how to do it than we did when Nation At Risk was issued; so much more than we did in 1989, when the national education goals were written in that wonderful all-night session in Charlottesville I'll never forget: we know so much more today.

And we're able to invest in what works. But the American people, their wealth and their welfare will be far more greatly enhanced by making uniform excellence in education, proving that people, without regard to their race, their income or their cultural or linguistic backgrounds can learn what they need to know and keep learning for a lifetime. That will do so much more for the American economy, for the strength and coherence and fabric of our national community than a tax cut which cannot be justified and which will either throw us back to the bad old days of deficits or require big cuts in domestic programs, including education, or both.

So one of the things that I hope education writers will talk about is old-fashioned arithmetic.

Now, finally, let me just say, I think when all is said and done, there are only about three things worth focusing on. Do you believe that

all children can learn or not? Do you believe that it's more important than ever before, for the quality of an individual's life, for the shape of a family's future, for the strength of the nation? And do you believe we know how to do that now -- with more investment and more accountability for higher standards?

If the answer to all three of those questions is, yes, then I will consider that work that the Secretary and I have done -- even though we haven't won every battle, will have been more than worth the effort.

Thank you very much. (Applause.)

Q Okay, we do have some questions from the audience. This one's from Richard Culvin (phonetic) from the Los Angeles Times. He asks: Given your long-standing commitment to academic standards and accountability, what can you do as President to head off the growing backlash against testing and standards?

THE PRESIDENT: Well, one of the things -- Dick and I were talking about this on the way in today -- one of the things that we thought would happen, if we could actually get some accepted national standards and then a voluntary national test that would measure against that, is that would provide an organizing principle, if you will, which we thought might allow some of these other tests to be dropped. I think it is absolutely true that in some districts, there may be too many tests. And what are they measuring, and what do they mean?

I also think that on all this testing business, every few years you have to have kind of a mid-course review. You have to see where you are and where you're going. And I think I've earned the right to say that, since you know I believe in them. I mean, I've got a pretty long record here on this subject.

But I think we shouldn't obscure the major point, which is, it is very difficult to make progress that you can't measure. There must be some way of measuring our movement. On the other hand, you don't want our children and our teachers to spend 100 percent of the time teaching to a test that does not encompass all the things our students need to know and our schools need to provide. You don't want the test to be so easy that the whole thing is a mockery and looks like a bureaucratic fraud. You don't want it to be so hard that it crowds out all the other endeavors that a school ought to be doing.

But all of that, it seems to me, argues for looking at the number and the type of tests, what you want to measure, and whether your goals are sharply focused. It's not an argument against testing and accountability.

learn in radically different ways. And Chicago may have enough people to identify a class of folks that we ought to make a special, national effort to see if there are some other strategies that would help them.

I don't know the answer to that, but I'd be willing to try, if they want to do it, if they want some help from us.

Q What is your position on gay youth groups in high schools?

THE PRESIDENT: I think it ought to be decided by the school districts. I don't think the states ought to prohibit them. I think the school districts ought to make a decision based on what the facts are in every district.

Look, I think the real issue here is a lot of parents, even parents that are fairly open-minded on such matters, are worried that if you have these groups when children are still impressionable, that somehow they'll be sanctioning or encouraging people to adopt a lifestyle that they may have a choice not to adopt.

On the other hand, there's a lot of evidence that sexual stigma for gay kids is one of the reasons that they have high suicide rates and other associated social problems. And I think that the facts will tend to be different from place to place, and that's why I think it would be better if the people who were on the ground who care about the kids and who aren't homophobic -- that is aren't interested in bashing them, but they understand there's got to be at some point below which you would not go, probably an age -- were able to make these judgments based on the facts. That's my thinking about it.

Q Those are the three questions.

THE PRESIDENT: Go ahead.

Q That's all we have.

THE PRESIDENT: Oh, that's all? (Laughter.) This is the first press group I have ever been with that said, I'm sorry, we're out of questions. Where were you when I needed you the last several years? (Laughter.)

Okay, go ahead.

Q This is from Sally Vornhagen (phonetic), also from the Savannah Morning News: Studies have shown that charter schools are not meeting their original goals -- increased parental involvement and control, school choice, higher test scores, et cetera. In fact, local systems complain

I see no possible way to continue to reform all our schools without some sort of testing and accountability.

Look, if none of us had ever come along, ever -- including me. You know, it's hard to admit this, especially when you can't run again -- but if none of us had ever come along, a lot of the good things that have happened in education would have happened. I've been saying for 15 years, every problem in American education has been solved by somebody somewhere.

How many times have you gone to a school and then you've written this gripping story about, oh, my goodness, look at this school in this high-crime neighborhood with all these poor kids, and all this terrible disadvantage, and the kids have -- they live in these little apartments, and they have to go into the bathroom to study at night in the bathtub and read all their books -- I mean, how many of those stories have you written? Every one of you have written those stories, right? And look what the kids are doing.

What is the problem in American education? It is not that nobody does this; it is that we still have not figured out how to make achievement universal.

Every one of you has written this story about somebody succeeding against all the odds -- about a great teacher, a great principal, a great school. What is the problem? We have not devised a method to make learning occur at a universally high level.

And that's what the voucher people argue. They argue that is because public schools have a monopoly on revenues and customers. So we sought to break the monopoly without losing the accountability by promoting school choice, charter schools and other alternatives. But you still have to have standards and measurement.

And let me just say this -- I realize I'm talking this question to death, but this is pretty important because it really gets to everything else. If I were to suggest to you that standards and measurement are quite distressing and troubling, and so -- and I'm worried about the anxiety they cause, so I think we'll ease up on them in the military -- there would be a riot in the country, right? Thank you very much, send them back to the training. And so I do think it's time to review all this; I think there are too many of these tests and some are too easy, some are too hard, some are too off-beat; some may crowd out other educational missions. But that's why we tried -- Dick and I did -- to have a set of generally accepted national standards with a voluntary national test to measure them, and to have it done by a non-political group and sort of modeling on what the NEAP people do, which I think is quite good, by the way.

And so, anyway, that's my answer. Just because there may be too much or wrong, doesn't mean you don't have to measure. You do have to measure. Might as well not have standards if you're not going to measure whether you're meeting them.

Q This is a question from Dan Weissman of Catalyst Magazine in Chicago: Given that two rounds of research have now shown that kids who have been retained in Chicago have gotten no educational benefit, and given that retention sharply increases the kids' chances of dropping out, do you still believe Chicago's approach to retention and promotion should be a model for the nation?

THE PRESIDENT: Read the first part of the question again. I didn't understand.

Q Given that two rounds of research have now shown that kids who have been retained in Chicago have gotten no educational benefit, and given that retention sharply increases the kids' chances of dropping out, do you still think Chicago's approach to retention and promotion should be a model for the country?

THE PRESIDENT: Well, in order to answer that question, I would have to know the answer to something I think is equally important, which is, what happened to the kids that weren't retained because of their performance in summer school? Are they doing better than they were? Are they learning more? Are they more likely to succeed and stay in school?

Keep in mind, in the Chicago system, if you fail, you get retained only if you either don't go to summer school, or you go to summer school and you don't make the grade there. So most of the people -- Chicago's summer school is now the 6th biggest school district in America. It's one reason why the juvenile crime rate is way down there. And it's the 6th biggest school district in America.

So I can't answer that question without knowing whether those kids did better and are more likely to stay in school and learn more because -- it wouldn't be surprising that kids that are retained get discouraged and drop out. But there was a study a few years ago, and I haven't kept up with the literature as much as I should have since I've been President, which showed that one big reason for dropout after the middle school years was that kids weren't learning. If they weren't learning anything and they were being passed along, they got bored and dropped out, too.

So I don't want to disparage the study, but I don't know if it's right

or not. And neither does the person who asked the question until you follow what happened to the kids that weren't retained because they went to summer school and made the grade; and what are the percentage of those who made the grade, as opposed to those who were retained.

Q Studies have been cited in the April -- showed that kids who went to summer school and passed did maintain and did stay. The point of the question is that there were 10,000 students last year who failed -- kids in the last several years who have been retained. The study shows that despite intensive efforts to help those students both before and after school, they haven't been helped by being retained. And that -- research in Chicago shows that those kids are increased risks.

THE PRESIDENT: But let me ask you this. Does it follow that they would have been helped by being promoted, or that it's worth promoting them even if they couldn't be helped, because the social stigma of being retained and dropping out makes them more likely to turn to crime? I mean, I think that's the answer.

I don't believe -- I guess, fundamentally, what I'd like to see done is -- and you may be right, let me go back to that. My answer to your question is, I don't know, so I'll start with that.

But you may be right. But what's hard for me to believe is that we can't help these young people. I mean, one of the things that I thought would happen with the Chicago system, sooner or later -- and may be happening sooner, rather than later, from what you say about the study -- is that we would identify young people who might not measure out to be special ed kids, for example, but who, for some reason, even though they showed up in class and seemed to be trying, just weren't learning, even though the teachers were trying, everybody was trying.

And I think there may be some of those kind of kids in virtually every district, but in a town as big as Chicago, you'd have a larger number. And one of the things that I would like to see is before the principle is abandoned, I would like to see some new and different efforts made to see if different kind of strategies would help those kids to learn.

One of the reasons I like the potential of this whole computer revolution in the schools -- even though I think it can be over-sold and there are a lot of computers being unused because either the software is not good or the teachers haven't been trained or whatever -- but one of the things that I do believe is that there is quite a bit of evidence that people of more or less equal intelligence may learn in dramatically different ways. And that some of the people who seem to be impervious to the best efforts of education, but they would like to learn, may be able to

that charter schools drain funds. As a strong supporter of charter schools, are you still in favor of them?

THE PRESIDENT: Yes, but what I think the studies show is some work and some don't. And the idea is that, unlike -- when we started them, there were two ideas behind charter schools, let me remind you. There was an upside idea and a downside idea. The upside idea was that if teachers and parents and others organized these charter schools, either to deal with a certain kind of kids or to meet a certain mission or whatever, they would be more likely to succeed.

The down-side hope was, if they failed, unlike other schools, the parents and kids could leave immediately and the thing could be shut down -- that is, the school district, in return for letting the charter schools be free of a lot of the rules and red tape that other schools would be under, should have the discipline to shut the thing down if it had had enough years to operate to see that it wasn't succeeding. And I think the evidence is, a lot of them are doing quite well, and the ones who aren't, the thing I'm worried about is that the ones that aren't will become just like other schools that aren't doing so well, and nobody will want to shut them down either.

I mean, the whole purpose of the charter school was to bring the sort of hope -- the concept of empowerment of the parents and the students into the public education system. And it would work on the upside, and if it didn't work on the upside, it would at least work on the downside. And that's where I think we need to focus.

But I think that some of them have done very well, and some of them have not done so well. And what we need is to make sure the downside potential is present as well. But yes, I do still favor them, based on the ones I've been in, and the kinds of things they've been able to do.

And I don't think it's fair to say they drain resources. If you don't spend any more per kid in a charter school than you do per child in another school, and you've got to have those kids somewhere, I don't think it's fair to say that, especially if you're not -- unless you're paying for physical facilities you wouldn't otherwise pay for.

Q I've been told that was our last question. So, thank you. We know you have a busy day, and we appreciate you coming.

THE PRESIDENT: Thank you again for your interest. I've enjoyed this very much. Thank you. (Applause.)

END

12:20 P.M. EDT

EDUCATION AND TRAINING

Education and training have been a cornerstone of the Clinton-Gore Administration's agenda since 1993. The President's initiatives have helped to provide students with the educational opportunities they need to reach high standards, enhanced the quality of teaching, made college more affordable for all Americans, and offered lifetime education and training opportunities to those in need. The President's FY2001 budget builds on these efforts and offers new initiatives to improve the educational and training opportunities needed for a strong economy and healthy communities. At the core of these proposals is a basic principal: we must invest more in our schools *and* demand more from them.

Proposing the Largest Head Start Expansion in History. The President's budget increases funding for Head Start by \$1 billion – the largest funding increase ever proposed for the program – to provide Head Start and Early Head Start to approximately 950,000 children. This funding will bring within reach the President's goal of serving one million children in 2002 and builds the foundation for the long-term goal of universal pre-school. Early Head Start, created by the Clinton-Gore Administration in 1994, brings these services to families with children ages zero to three and to pregnant women. The President's FY2001 proposal would increase funding for Early Head Start by \$143 million. Since 1993, this Administration has already increased funding for Head Start by 90 percent.

Fixing Failing Schools and Rewarding Success. The President believes that we must not only demand more from our schools, we must also invest more in them. The following initiatives provide resources and incentives to help all students meet high academic standards:

- **Universal After-School for Students in the Most Need.** The President and Vice President propose to invest \$1 billion in the 21st Century Community Learning Centers program to help ensure that every child in every failing school has extended learning opportunities in the after-school and summertime hours. The Administration's budget will maintain the commitment to serving all children, but will dedicate much of the increase to help those children most in need of academic assistance as part of a comprehensive approach to help low-achieving students meet high academic standards.
- **Accountability Fund.** In his FY2001 budget, the President will propose to nearly double funding from \$134 million in FY2000 to \$250 million to turn around failing schools. This funding is used by states and localities to turn around low-performing schools through a variety of approaches, including overhauling the curriculum, improving staffing, or bringing in new management and staff. The initiative also includes provisions supporting public school choice for students in failing schools.
- **Rewarding High Performance and Closing the Achievement Gap.** The President also proposes a \$50 million initiative to provide bonuses to states that make exemplary progress in improving student performance and closing the achievement gap between high and low-performing groups of students. States would be eligible for bonuses based on student performance and narrowing of the achievement gap as indicated by performance on the National Assessment of Educational Progress (NAEP).
- **Class Size Reduction.** The President's budget request maintains his commitment to reduce class size in the early grades by staying on a path to hiring 100,000 high-quality teachers

2005. The Administration's FY2001 budget will boost funding for this initiative to \$1.75 billion, an increase of \$450 million over current levels – enough to fund about 49,000 teachers, nearly half way to our long-term goal.

- **Small, Safe and Successful High Schools.** The President's budget will include \$120 million for a Small Schools Initiative to reinvent high schools on a smaller scale and make them more responsive to student needs. School districts could use this money to create small schools or to break up existing large schools into smaller learning communities. Districts would be expected to demonstrate increases in student achievement, graduation rates, and the number of students pursuing postsecondary options, and decreases in disruptions and violence.

Teaching to High Standards. This initiative is a new \$1 billion teacher quality plan to recruit, train and reward good teachers. The Teaching to High Standards Initiative will give grants to states and districts to fund high-quality, standards-based professional development for teachers. It also includes several new proposals:

\$5K

- **Higher Standards-Higher Pay for Teachers.** This \$50 million initiative will award grants to high-poverty school districts to help them attract and retain high-quality teachers through better pay and higher standards. Participating teachers would receive immediate pay increases; some would receive additional raises for exceptional work. *partially for per new.* *\$500 → \$5K*
- **Teacher Quality Rewards.** This \$50 million program will reward school districts that have made exceptional progress in reducing the number of uncertified teachers and out-of-field teachers. The President has proposed requiring states to ensure that 95 percent of teachers are certified and 95 percent of secondary teachers are teaching within field by 2004.
- **Hometown Teacher Recruitment.** This \$75 million program would make students aware of the opportunities available in the teaching profession; provide mentoring and teaching experiences as they progress through school; and provide financial assistance for students who pursue bachelor's degrees with the goal of teaching in high-need communities after graduation.
- **Transition to Teaching.** This \$25 million initiative will build on the success of the Department of Defense's Troops to Teachers program by recruiting and preparing talented mid-career professionals from diverse fields to become teachers in high-need subject areas and high-need schools.
- **School Leaders Initiative.** This \$40 million program will fund non-profit partnerships designed to recruit, prepare and provide professional development for superintendents and principals, and other school leaders to bolster their capacity to lead high-performing schools. Funding would support approximately 20 centers and 10,000 school leaders.
- **Early Childhood Educator Professional Development.** This \$30 million competitive grant program will fund partnerships to help early childhood educators in high-poverty communities obtain high-quality professional development, and improve their capacity to work with young children, particularly on the language and literacy skills that are the foundation for academic advancement.

Special Education. The President's budget proposes nearly \$6.4 billion to support the education of children with disabilities under the Individuals with Disabilities Education Act (IDEA). This increase

includes almost \$300 million to help states and local school districts educate children with disabilities, as well as an increase of more than \$30 million in competitive grants, including funds for states to help schools comply with IDEA. Funding for special education has more than doubled since 1993.

Charter Schools. The President's budget will increase funding for charter schools by \$30 million dollars from \$145 million to \$175 million. Charter schools are public schools that are open to all and given a great deal of flexibility in exchange for agreeing to meet defined goals for student performance. With 1,700 charter schools now in operation, this funding will help reach the President's goal of 3,000 charter schools by 2002.

College Test Preparation for Low-Income Students. This \$10 million initiative will provide rigorous SAT/ACT college preparation programs to low-income students. Competitive grants would be given to partnerships that would provide college preparatory services to college-bound students.

Challenging Coursework Online. This \$10 million initiative will support the development of high quality, Web-based Advanced Placement, second language, and other challenging courses. The program will provide grants of up to three years to partnerships for research, development and evaluation of innovative technologies that can help provide high-quality learning experiences for all students no matter where their school is located.

School Construction and Modernization. President Clinton is renewing his commitment to his School Modernization Bonds by proposing \$24.8 billion in tax credit bonds over two years to modernize up to 6,000 schools. Within this \$24.8 billion program, \$2.4 billion is reserved for Qualified Zone Academy Bonds. In addition, the budget includes a new \$1.3 billion urgent/emergency school renovation loan and grant proposal. This proposal would cost \$8 billion over 10 years.

College Opportunity Tax Cut. The College Opportunity Tax Cut expands the President's Lifetime Learning tax credit in order to make college, graduate school, and job training more affordable for millions of families. The proposal would give families, for the first time, the option of taking a tax deduction or a 28 percent tax credit on tuition and fees to pay for college and other higher education. This is worth nearly twice as much as a deduction for families in the 15 percent bracket. The proposal would cover up to \$5,000 of educational expenses in 2001 and 2002 and rise to \$10,000 of educational expenses from 2003 forward. This proposal would provide up to \$2,800 in tax relief annually to help American families pay for college, graduate work, or courses taken to improve job skills. This proposal will provide families with \$30 billion in tax relief over the next 10 years.

Increasing Support for College Access. In the new economy, education is the key to economic opportunity. The FY2001 budget includes a nearly \$1 billion boost in investments to make college more affordable for economically disadvantaged students.

- **Pell Grants.** The Pell Grant program provides grants to economically disadvantaged young people to help pay the cost of post-secondary education. The FY2001 budget increases the maximum Pell award \$3,500. Funding for the Pell Grant program is increased by over \$716 million, bringing the total Pell Grant appropriation to \$8.356 billion.
- **SEOG.** The Federal Supplemental Educational Opportunity Grant (SEOG) program provides campus-based grant assistance to needy undergraduate students. Generally, this program supplements the aid students receive from other sources, and leverages institutional aid by at least one dollar for every three Federal dollars. The FY2001 budget provides \$691 million.

- **Work Study.** Work Study provides students with the opportunity to work their way through college. The FY2001 budget includes \$1.011 billion for Work-Study, an increase of \$77 million to continue the President's commitment to serve one million students.
- **Dual Degree Programs for Minority-Serving Institutions.** This new \$40 million program increases opportunities for an estimated 3,000 students at minority-serving institutions. Students would receive two degrees within five years: one from a minority-serving institution, and one from an institution in a field in which minorities are underrepresented.

Keeping Young People On Track for Success. Students not only need help to pay for college, they need support to enter and complete college. The President's FY2001 budget includes an increase of more than \$400 million for programs designed to prepare students to take full advantage of post-secondary opportunities.

- **GEAR UP.** GEAR UP is a nationwide initiative to encourage more disadvantaged young people to have high expectations, stay in school, study hard, and take the right courses to go to and succeed in college. GEAR UP is funded at \$200 million in FY2000, enough to provide services to over 750,000 students. The FY2001 budget provides a 62.5% increase to \$325 million, enough to provide services to 1.4 million students.
- **TRIO.** The TRIO programs seek to motivate and prepare students to go to and stay in college. The FY2001 budget provides \$725 million for TRIO, an increase of \$80 million to help provide assistance to over 760,000 students, 37,000 more than in 2000.
- **College Completion Challenge Grants.** The FY2001 budget creates a new initiative within the TRIO program called College Completion Challenge Grants (CCCG). Although college enrollment rates have risen, 37 percent of students that go on to post-secondary school drop out before they get a certificate or a degree. The problem is especially acute for minorities: 29 percent of African Americans and 31 percent of Hispanics drop out of college after less than one year, compared to 18 percent of whites. The CCCG program is designed to address this problem with a comprehensive approach including pre-freshman summer programs, support services and increased grant aid to students. This \$35 million initiative will improve the chances of success for nearly 18,000 students.
- **Youth Opportunity Grants and Youth Training Formula Grants.** These competitive grants provide comprehensive employment and training assistance to youth, primarily out-of-school youth in high poverty areas. The President's FY2001 budget provides a 50 percent increase in funding to \$375 million, enough to serve 85,000 youth in high poverty areas. In addition, the FY2001 budget provides a \$22 million increase (to \$1.022 billion) for the Youth Activities formula grant program. This level will provide job training and summer job opportunities to about 612,000 disadvantaged young people.
- **Youthbuild.** This program is targeted to 16-24 year old high school dropouts, and provides disadvantaged young adults with education and employment skills through rehabilitating and building housing for low-income families and homeless people. Funded at \$75 million, the Youthbuild programs will provide opportunities for approximately 3,330 trainees in 2001.

Job Corps. Job Corps is the nation's largest and most comprehensive residential education and job training program targeted at impoverished young people. The FY2001 budget increases funding by \$35 million, bringing the total budget to \$1.393 billion.

Investments in Job Training to Ensure Economic Opportunity. The President's FY2001 budget expands successful training programs and implements new ones focused on providing needed training for young people, displaced workers and individuals with disabilities.

- **Employment of People with Disabilities.** The budget proposes a \$1,000 tax credit for workers with disabilities to defray costs including improving access to employment and training programs.
- **Universal Reemployment Initiative.** The Dislocated Worker Training program provides training and support services to help permanently dislocated workers return to productive, unsubsidized employment. The President's FY2001 budget provides an increase of \$181 million and provides assistance to almost 1 million dislocated workers. Also included in the budget is \$50 million to provide reemployment assistance to unemployment claimants.
- **Responsible Reintegration for Young Offenders.** This new \$75 million initiative in the Department of Labor helps young offenders under age 35 to successfully reintegrate into the mainstream economy. Competitive grants will be made to partnerships between the criminal justice system and local workforce investment systems. This effort will be operated in conjunction with a related initiative at the Department of Justice that focuses on community safety and the supervision of ex-offenders.

Bureau of Indian Affairs (BIA) School Construction and Repair. The President has proposed \$300 million, more than double the FY2000 enacted level of \$133 million, to replace and repair BIA-funded schools on reservations. This is the largest investment ever in a single year for BIA school construction and repair. Of these funds, \$126 million would be used to assist in replacing at least six of the 185 BIA-funded schools on reservations. The remaining \$174 million would provide for much-needed health and safety-related repairs, improvements, and maintenance that together comprise a roughly \$700 million backlog.

Training and Recruiting New Native American Teachers. Only two-thirds of Native American students successfully complete high school. To address this challenge the budget provides \$10 million for the Education Department to continue the second year of the Administration's initiative to begin training and recruiting 1,000 new teachers to serve in schools with high concentrations of American Indian and Alaska Native students.

New American Indian Administrator Corps. The President and the Vice President propose \$5 million for a new Department of Education initiative, the American Indian Administrator Corps, that will support the recruitment, training, and in-service professional development of 500 American Indians and Alaska Natives to become effective school administrators in schools with high populations of Native American students. As in the Native American teacher initiative, higher-education institutions are encouraged to form consortia with the tribal colleges in order to develop this program.

Teachers Urge School Repair Funds

By Anjetta McQueen
AP Education Writer
Tuesday, May 2, 2000

WASHINGTON — More than 20 million schoolchildren nationwide attend schools that are falling apart or ill-equipped for classroom computers, the nation's largest teachers union says in a report calling on states to pony up their budget surpluses.

Right now, states need \$322 billion for school construction — roughly 10 times what they currently spend and nearly three times what the federal government has estimated they need, the National Education Association said in a report to be released Wednesday.

The General Accounting Office, the investigative arm of Congress, has estimated that the nation's schools need \$112 billion for repair and update of buildings 74 percent of which the Association of School Administrators says were built before 1970.

President Clinton and congressional Democrats are pushing increased federal funds for school repair and construction. But states bear most of the responsibility for such costs, and they have been spending more than ever, the union says.

"The crisis is eclipsing their efforts," said Bob Chase, president of the union, which analyzed recent state finance data for the report. "We often fail to recognize that where our students learn can have a dramatic effect on what they learn."

Individual state needs, the union's report said, vary widely because some states are more populated or have higher costs for land and building materials. New York tops the list, needing \$51 billion; Vermont, a much-smaller state, needs about \$333 million.

Meanwhile, the report said, states had a \$31 million surplus in fiscal 1999. States such as Alaska, Indiana and Delaware have the highest portion of budget surpluses, the report said.

The union's estimates are based on 1998 and 1999 data that include school enrollments, age and condition of existing buildings, and construction costs, said spokesman Steve Wollmer.

Since 1995, Pennsylvania has spent \$1.2 billion on reimbursements for building and repair in its 501 school districts, said Al Bowman, spokesman for the state's Education Department.

"There hasn't been a great call from school districts for more assistance because we have provided an adequate level," Bowman noted. "School districts make the decision to go through with a construction project. It's locally controlled and locally decided."

The report says however, that states could use budget surpluses to make "immediate, productive investments in school modernization."

Most of the school construction cost estimates cover bricks and mortar, but \$54 billion is needed to help wire schools for the computer technology many policymakers have been keen on funding, the report said.

When Lincoln Middle School in Indianapolis was re-built in 1997, special attention was paid to wiring every classroom for computers.

"It's like night and day," said Virgil Tauieg, principal of the 800-student school. "Between the building itself and the technology, we have so many more opportunities than we did in our old school."

Three in four states have technology plans, Chase said, but most of them don't have any plans to pay for

them.

On Tuesday, several Democrats in Congress – which is debating renewal of \$20 billion in federal education aid to the states – said they want the federal government to spend at least \$1.3 billion on school construction. But Republican leaders have resisted setting aside specific funds for school building, Democrats said.

"It's a national disgrace," said Sen. Tom Harkin, D-Iowa. "Many schools have a tax base too low to fix their schools. Republicans have pulled the rug out from under them."

The two parties sparred over whose policies ensure school funds are well spent. Republicans want states and local districts to have more freedom to combine funds from grant programs to suit their needs. Democrats want to target the money to specific concerns.

The differences could hinder the Senate's work on the education bill, with both sides threatening to attach a host of proposals to the already cumbersome piece of legislation.

But Senate Majority Leader Trent Lott, R-Miss., said Tuesday that Republican leaders do not plan to limit debate, and the parties agreed to offer two separate proposals each.

"Let's not make this a piece of flypaper to attract every amendment floating around this chamber," Lott said. "There is a center ground that must and should be found in America on education."

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May 1, 2000

NEWS

Daschle Struggles to Keep Democrats United on Education

By [Mark Preston](#)

In the first attempt to flex their muscles since creating the Senate New Democrat Coalition, a group of centrists may weaken Minority Leader Tom Daschle's (S.D.) hand in the battle over education legislation.

Daschle is locked in a procedural showdown with Majority Leader Trent Lott (R-Miss.) over how to move the Elementary and Secondary Education Reauthorization Act scheduled on the floor this week.

At issue are the number and type of amendments the two warring parties can agree on, with gun control measures taking center stage.

Lott warned that if Democrats try to weigh the bill down with gun and other extraneous amendments, "I will have to look at my options."

"If the Democrats want to kill elementary and secondary education over a gun battle, which we already had, then the blood will be on their hands," Lott snapped.

Democrat sources said that they are gearing up to use the ESEA as vehicle to try and pass many of their proposals that Republicans, so far, successfully have blocked.

But Daschle must first make sure he can line up all his troops behind a Democratic alternative, which some centrists appear weary of supporting.

Daschle met with Sens. Joe Lieberman (D-Conn.) and Evan Bayh (D-Ind.) Thursday to gauge centrist support for the leadership's alternative to the GOP education bill.

Lieberman and Bayh have authored their own education bill, which splits the middle and is supported by most members of the Senate New Democrat Coalition.

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A mixed message arose out of the Thursday meeting, with Daschle believing that Lieberman and other centrist Democrats would support the leadership alternative at least at the outset. But it would not preclude Lieberman and Bayh from offering their bill later in the debate as an amendment.

Daschle spokeswoman Ranit Schmelzer said the Minority Leader walked away from the meeting believing that the Connecticut Democrat "remains committed to supporting the Democratic alternative."

But Lieberman's spokesman denied Friday that an agreement was reached, although he said the Senator is committed to working with the leadership to find a solution.

"At this point negotiations are still ongoing," said Lieberman spokesman Dan Gerstein. "We have not committed to supporting the Democratic alternative as it stands."

A source close to the coalition said that many Senators are concerned that if they vote for the Democratic alternative it will undercut their credibility as a group trying to reform the nation's educational system.

"There are several members of our group that feel very strongly that there hasn't been enough movement to address some of the concerns we have," the source said.

Bayh and Sen. John Breaux (La.), a leading centrist Democratic voice, both said they too have not made up their minds. A meeting of the coalition might take place as early as today for Members to discuss their options and strategy, several sources said.

The Lieberman-Bayh legislation would make school districts accountable for student scores and increases federal education dollars by \$35 billion over five years. Some of the more liberal members of the Democratic Caucus are concerned about the bill's block grant approach, arguing that some school districts might not use the money for what it was originally intended.

If Democrats are able to iron out their differences, then the task at hand will be how to offer what a senior Democratic source described as a "comprehensive Democratic gun amendment package" to the education reauthorization bill.

Schmelzer would not reveal the Democratic strategy, but did say that offering a series of gun and other amendments is "certainly [a] possibility."

And Sen. Frank Lautenberg (D-N.J.) pledged Friday to "force" his amendment to close the gun show loophole "one way or another on the ESEA bill."

"It would be shocking if the Republicans kill the education bill because they don't want to debate measures to keep guns out the hands of children," he said. "The bottom line is that this is

my last year in the Senate and my interest is in passing legislation not playing politics."

Lautenberg's amendment passed as part of the comprehensive juvenile justice bill last summer that has been held up in conference because of opposition to Lautenberg's and other controversial gun control measures.

Lott said that Democrats should not be allowed to "empty their outbox on the education bill."

But Sen. Edward Kennedy (D-Mass.) argues that these gun measures are critical to the debate of education and children's safety.

"It defies common sense to insist that amendments to make schools safer are not relevant to the debate over schools," Kennedy said.

ESEA is a \$15 billion reauthorization bill that outlines federal spending every five years for K-12 public schools. A senior Republican staffer involved in the debate said the GOP strategy next week is to try and make the point that this bill should be about education reform.

"They are going to try [to] solve all of their political problems on this bill," the aide said about Democratic plans to try to use the debate to highlight gun measures.

Democrats charge that Lott has not even reached out to them to try to determine a game plan as to how to proceed with ESEA this week. "Senator Lott has not come to us with a proposal with how he wants to handle the bill," Schmelzer said.

Lott's spokesman brushed off the criticism and said it is not uncommon for the two sides not to meet until right before the debate. "These things will happen when they happen," said John Czwartacki, Lott's spokesman.

Meanwhile, Lott has rankled some of his committee chairmen's feathers by asking them to move non-controversial bills out of their respective committees to the Senate floor for a vote.

The Majority Leader wants to make sure that the GOP can point to some accomplishments in a Congress that to date has been mostly gridlocked, GOP sources said. But in doing so, some chairmen took exception to being told what to do and who to cut deals with, two Republican Senators said.

"I am quite sure some of our committee chairmen are [feeling] angst a bit," said one GOP senator, who applauded Lott for refusing to allow the Senate to "languish this year."

Added another Senator, "I think committee chairman have a certain sense of independence ... and I don't think any of them particularly like being forced or told how to run things and what to do and who to accommodate."

But Armed Services Chairman John Warner (R-Va.) said that he admires Lott for being diplomatic to his chairmen, while making sure the trains run on time.

"Lott has the remarkable ability to get four or five Senators into an office, even though many of them are senior to him, so that they may reconcile any differences," Warner said.

The political reality that this is an election year is not lost on Banking, Housing and Urban Affairs Chairman Phil Gramm (R-Texas), who said this is why legislation is being bottlenecked.

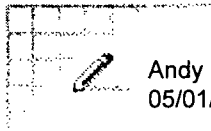
"This is an election year and unless something has bipartisan support or unless it is covered by some procedure like reconciliation ... it is just not going to happen," Gramm said.

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Andy Rotherham
05/01/2000 08:44:59 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP@EOP, Eric P. Liu/OPD/EOP@EOP, Karin Kullman/OPD/EOP@EOP
cc: John B. Buxton/OPD/EOP@EOP, Kendra L. Brooks/OPD/EOP@EOP, Bethany Little/OPD/EOP@EOP
Subject: not a deal breaker or anything but

something to be aware of:

May 3, 2000
Audit Accuses
Kentucky Ed. Dept. of Fiscal 'Subterfuge'

By Jessica L. Sandham

The Kentucky Department of Education violated state law by transferring unspent money to various school districts and education cooperatives rather than returning it to state coffers—a practice that enabled a former department official to embezzle more than \$500,000, the state auditor asserts in a recent report.

The report by Edward B. Hatchett Jr., the auditor of public accounts, also alleges that the department went against state purchasing regulations in paying \$300,000 to the National Faculty, an organization that conducts teacher-training institutes. The Atlanta-based organization, which employed former Kentucky schools chief Wilmer S. Cody before he took the state commissioner's post in 1995, did not have a written contract with the department.

The department "appears to resort to subterfuge by transferring money it characterizes as 'grants' to cooperatives and school districts for use in subsequent budget periods," the April 18 report says.

The report notes that it was from such grants to the Kentucky Education Development Cooperative, one of nine cooperatives that enable districts to purchase supplies and professional development services at lower prices, that former Deputy Commissioner of Education Randy Kimbrough allegedly embezzled more than a half-million dollars by authorizing payments from those funds to fictitious vendors.

"When you have that kind of environment where financial accountability is so loose, it is entirely conceivable that you will have funds wasted or stolen," Mr. Hatchett said in an interview last week.

Ms. Kimbrough pleaded guilty to the embezzlement charges in federal court on April 10. Her sentencing hearing is scheduled for July 31. A lawyer representing Ms. Kimbrough declined to comment last week on the auditor's report.

End-of-Year Grants To End

Lisa Y. Gross, a spokeswoman for the education department, said that the funds the department transferred to the education cooperatives and school districts at the end of the fiscal year were earmarked for specific educational purposes.

"We don't consider that [the funds] were held back in any violation of the law," Ms. Gross said. "Even though the auditor says we were trying to hide them, that's not the case."

Still, in a written response to Mr. Hatchett's report, interim Commissioner of Education Kevin M. Noland told the auditor that the department would stop the practice of giving districts and cooperatives end-of-year grants.

"You have my assurance that at the close of this fiscal year, any remaining financial balances that are not under contractual obligation will lapse to the general fund," Mr. Noland said in the April 18 letter.

The auditor's report also calls into question the department's relationship with the National Faculty. It says that the department authorized five educational cooperatives and one school district to pay the organization for teacher training without having a written contract for services.

Mr. Hatchett also suggests that Mr. Cody's previous employment at the organization "raises the question of whether a conflict of interests influenced the KDE's business dealings" with the teacher-training group.

Department officials acknowledge that the organization should have had a written contract with the National Faculty, but say that the group did provide the teacher-training services for which it received payment.

Mr. Cody, who stepped down as education commissioner in January and is now working on a research project at his home in New Orleans, said he was surprised that such a contract did not exist.

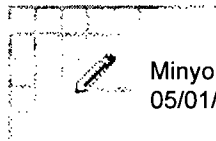
"I had thought there was a written agreement," Mr. Cody said in an interview last week. "There should have been one, and I'm somewhat puzzled that there wasn't one."

Still, Mr. Cody said there was no conflict of interest in the department's dealings with the National Faculty, because he had left the organization in 1995.

To ensure that some of the lapses indicated by the auditor's report don't happen again, Ms. Gross said, the department has tightened up its controls and is working to hire an internal auditor. Mr. Noland pledged to create such a position shortly after Ms. Kimbrough was indicted in the

embezzlement scandal in January. ("Kentucky Auditor Probes Spending by State Ed. Dept.," Feb. 2, 2000.)

"This is not a reflection of the other staff in the department," Ms. Gross said. "You can trace every single piece of this back to one person, and that is Randy Kimbrough."



Minyon Moore
05/01/2000 08:55:31 AM

Record Type: Record

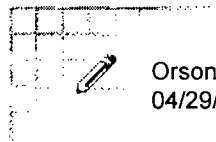
To: See the distribution list at the bottom of this message

cc:

Subject: ED Tour-

just wanted to make sure the issues below are on everyone's radar screen. Thanks

----- Forwarded by Minyon Moore/WHO/EOP on 05/01/2000 08:54 AM -----



Orson C. Porter
04/29/2000 04:30:21 PM

Record Type: Record

To: Minyon Moore/WHO/EOP@EOP

cc: Anne Whitworth/WHO/EOP@EOP

Subject: ED Tour-

April 29, 2000

MEMORANDUM TO MINYON MOORE

FROM: ANNIE WHITWORTH and ORSON PORTER

**RE: HOT ISSUES ON THE SCHOOL REFORM TOUR MAY 3 AND
4, 2000**

HOT ISSUES IN ST. PAUL, MINNESOTA

Mayor Coleman of St. Paul was a Republican gubernatorial candidate in 1998, and has been a harsh critic of the administration in the past. The current Mayor of Minneapolis, Sharon Belton, has made numerous requests for the President to tour her city and it's empowerment zone has felt overlooked in our selection process and is hoping that the President will do something in her city. Another particularly hot issue is the lack of public support for charter schools by local education union officials and pending lawsuits. Recently Mrs. Gore was persuaded not to do a charter event in the area because of the many overriding political concerns. The state Democratic House leader also called Orson to urge the President to consider touring a "trailer classroom" which has been a very political charged issue in the state House. St. Paul is also the capitol of the state and many members of its political and grassroots leadership will expect to participate in any event we propose.

Rep. Bruce Vento, who represents this district, is retiring this year, leaving a contested open seat. With Vento's sudden retirement, this open seat has already provided some real fireworks and it is very important that we make every effort to stay out of its fray until the primary. Also the Senate race is wide open (5 candidates) and poses similar problems. This is a politically charged state!

HOT ISSUES IN COLUMBUS, OHIO

The hottest issue is the pending Supreme Court ruling on state funding of schools. The state is addressing their school facilities problem and school superintendents have put together a report of recommendations. The recommendations include suggestions to equalize school district indebtedness, increase state help on land costs for new buildings and provide greater flexibility in the state school design manual to meet local curriculum needs. Some supporters are concerned that the President may be creating intense media frenzy by speaking to the issue. Also the Governor has made education his core issue and has pressed his party for more school funding, which has taken away a key wedge issue from Democrats.

The district we are visiting hosts one of the most contested congressional open seats in the nation. In the race to replace the retiring Rep. John Kasich (R) the Democratic Congressional candidate is Columbus councilwoman Mary O' Shaughnessy. The popular councilwoman will face state Rep. Tiberi (R) who is also from the Columbus area. Mayor Coleman office called Orson several days ago to urge the President to consider attending his education summit next Friday, which we declined. The Mayor then urged the President to highlight the city's successful after schools program and to consider touring a center. Columbus is also the state capitol and we should expect to receive requests from its Democratic leadership to participate our events. Like, St. Paul this visit has alot of political variables pending.

HOT ISSUES IN DAVENPORT, IOWA

Legislative Affairs had concerns that we were going to a Republican district not a Democratic district. Senator Harkin and Governor Vilsack are strong advocates for school construction. Linda spoke to Senator Harkin's office about the President's visit and they are supportive of his trip to Davenport. But, some may view this trip as redundant because the President did a School Construction event in nearby Des Moines last July.

This is Rep. Jim Leach's (R) district. Leach has opposed school voucher programs, which would allow certain low-income families to send their children to private schools of their choice. In 1998 Leach defeated Bob Rush (D) 56.5% to 42.3%. Davenport suffered economically in the 1980's but is now recovering by capitalizing on riverboat gambling. The three urban counties voted Democratic in both 1992 and 1996 presidential elections. This area remains Democratic.

Across the river is Rep. Lane Evans' (D) district. Lane faces a very difficult race and Speaker Haster and Senator McCain have recently visited his district to campaign for his opponent Mark Barker (R). We should seriously consider an open arrival or departure.

HOT ISSUES IN OWENSBORO, KENTUCKY

Initially, Legislative Affairs and Political Affairs had concerns about visiting this Republican district. Domestic Policy Council thought this was the best story. Gov. Patton initially had concerns that we were coming during one of the busiest events in Kentucky: the Derby. Orson spoke with the Governor's office and they are honored to receive the President when he visits. According to Patton's office the district we are visiting was one of the most supportive districts of the Governor's re-election bid. The city is 3 -1 Democratic. Lieutenant Governor Steve Owens (D) represents this district, he is from Owensboro. We are visiting former Senator Wendell Ford's (D) hometown and should involve him as well as Owens in this event. Tobacco remains the district's primary crop.

This is Rep. Jon Lewis' (R) district. In 1998 Lewis defeated Bob Evans (D) 63.7% to 35.3%. He opposes President Clinton about $\frac{3}{4}$ of the time however he aligns with Democrats on labor issues. In 1994 Democratic Rep. William H. Natcher died. Party officials chose Lewis to run in the special election to replace Natcher. Democrats had represented the district for more than a century; Natcher had been in office for more than four decades. Lewis is serving his fourth term.

Message Sent To:

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ROCK ISLAND ARSENAL BACKGROUND

Prepared by Morley Winograd and Lynn Cutler

The threat of downsizing is an ongoing issue of great import for them. The Army has indicated to us that they will be re-scoping the number of workers impacted by the current A76 competitive review process at the request of the base commander. They have not gained approval from DoD for their decision to accept the recommendation of the base commander and postpone any consideration of the operational force size at the base until they see how the current contracting awards come out. Marconi, the principal howitzer contractor rejected their application for subcontract work on the howitzer on December 15, 1999. The problem remains that today's Army uses very few howitzers and that therefore the arsenal is trying to retain work for a constantly shrinking program. On December 9, 1999, Senators and Representatives from Iowa and New York sent a letter to President Clinton asking for the inclusion of \$50 million in the FY2001 budget, divided equally between the Rock Island Arsenal and the Watervliet Arsenal.

Howitzer Program:

The US Army and the Marine Corps are conducting a joint program to procure a new, more mobile and effective 155mm howitzer. The principal contractor is now a foreign company -- Marconi -- having been selected on a sole-source basis after Textron could not complete the project. The delegation asked the Secretary to sole source work to the Arsenal for the 70% of the weapon that is to be made in the US. There was a Senate Appropriations Report that would include the Rock Island Arsenal in all aspects of towed howitzer design and production. The Marines and the Army are fighting the report. (See attached letter). On December 15, 1999, Marconi informed Rock Island Arsenal that their bid for work on the howitzer had been rejected

Secretary Caldera personally visited the site in September in order to determine the quality of the work force there. News reports of his visit included some hopeful comments about the future. There remains considerable opposition however within DoD to continuing operations at the Arsenal.

On July 15th, Congressman Lane Evans hosted a meeting on the Hill with Secretary Caldera and several of his staff. Also present at the meeting were Senators Harkin, Grassley, Durbin and Fitzgerald, in addition to Congressman Jim Leach. The delegation told the Secretary very forcefully about their concerns that the contributions made by the Arsenal to the local economy are threatened by the planned reduction-in-force. Ultimately about 60 people involuntarily lost their jobs in that process. None of the current conversations will change that outcome.

The Vice President has been called by Senator Durbin and Congressman Evans.

Community Sentiment:

There are differing reports on the degree of anger toward the Administration as a whole on this. We do get points because we have held several meetings and brought DOD people to the White House to meet with the community and worked closely with Congressman Evans' staff. Unfortunately, the competitive bidding process that we promised for the next phase of work, has resulted in the rejection of Rock Island's bid. The union's view is that this is our appointee, and we should be able to fix things. Senators Grassley and Fitzgerald are working hard from their side of the aisle on this issue as well. They were very tough on the Secretary at the meeting.

Rock Island Arsenal:

The Rock Island Arsenal is a 946-acre federal government military installation established in 1814. It is located on an island surrounded by the Mississippi River. This National Historic Site contains many solid limestone buildings that have served the Department of Defense for over 100 years. There are several more centuries of serviceable life left in these structures.

Today, there are 6,700 people who work on Arsenal Island in many tenant groups. The largest employers on the Island include the Rock Island Arsenal (1,500), Industrial Operations Command (1,400), ACALA (1,100), the Army Corps of Engineers (430), Defense Finance and Accounting Services (450), Army War Reserves (75), Regional computer center (80), and North Central Civilian Operations Center (170).

In 1994, the Defense Finance and Accounting Services and in 1996, the North Central Civilian Operations Center located here because of competitive costs, the support structure, the quality of the labor force, and the quality of life surrounding the Rock Island Arsenal in the Quad City community. The Illinois-Iowa Congressional delegation worked hard for the Quad City Community to secure those facilities.

The Rock Island Arsenal is the second largest employer in the Quad City region and the largest weapons manufacturing arsenal in the world. State of Illinois Department of Commerce and Community Affairs analysis estimated the annual economic impact to conservatively \$548 million per year.

The number of individuals affected directly by Rock Island Arsenal:

Active Duty	250
Reserves	600
Guards	700
Dependents	5,000
Civil Service	5,400
Other Civilians	1,160
Retired Military	5,000
Retired Civilians	10,000
Total	28,110

Beyond the economic impact to the region, the Rock Island Arsenal has served the defense of this nation for over 150 years. The Arsenal represents readiness to our national security. The military industrial-manufacturing capabilities represented here are unique in the world.

In addition to the manufacturing center, tenant groups are responsible for a logistical function within the Army. Before troops arrive in locations around the world, the personnel at the Rock Island Arsenal ship the goods required to assist soldiers. There has been talk in the past years about privatizing some of the Rock Island Arsenal functions. The community opposes this possibility.

In the 1993 and 1995 base Realignment and Closure Commissions ("BRAC") reports, Rock Island gained employees and benefited from the transfer of functions to Rock Island. Rock Island goes into the next rounds of BRAC with the strength of a top-notch work force, space to accommodate more employees, and good scores of from previous BRAC proceedings.

In the last two years, there have been several disputes related to Arsenal manufacturing. In BRAC 1995, the tank gun mounts manufacturing was ordered away from an aging facility at TACOM in Michigan and shifted to Rock Island.

After the 1995 BRAC, the government gave General Dynamics the plant and made a play to DOD for the tank gun mount work. They succeeded in getting half of the work away from the Rock Island Arsenal.

In a more recent incident, the Rock Island Arsenal teamed with Lewis Machine, a local manufacturer of guns to test and bid on a new howitzer. The Rock Island Arsenal lost their bid to Textron.

Immigration:

Last week, the Congressional Hispanic Caucus met with the President to discuss various issues. In the discussion, Congressman Gutierrez raised two issues with the President focusing on immigration matters: late amnesty and Central American and Haitian Parity. The Congressman raised these issues with **The Vice President** in his July 27 meeting with the Congressional Hispanic Caucus.

The courts, including the Supreme Court, have held that they cannot grant relief to anyone who did not actually apply within the deadline or anyone who was not "front-desked" before May 1988 – that is, an applicant who attempted to timely apply by tendering a completed INS form and fee which was then immediately returned to the applicant on the grounds ineligibility. For those immigrants who believed they were "front-desked," the INS had made it clear that they can submit their front-desking claims now and INS will review them. If INS determines an applicant was "front-desked", then the applicant can apply for legalization, even though the May 1988 deadline has long since passed.