

Final 5/3/00 9:30a.m.  
Glastris

**PRESIDENT WILLIAM J. CLINTON**  
**REMARKS ON TURNING AROUND FAILING**  
**SCHOOLS**

**AUDUBON ELEMENTARY SCHOOL**  
**OWENSBORO, KENTUCKY**

**May 3, 2000**

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

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

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

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

Ever since Sec. Riley and I were young governors 20 years ago, we've been wrestling with the challenge of how to improve education, especially in disadvantaged communities. It's a challenge governors are still working on. Just today, Gov. Carper of Delaware is signing landmark school accountability legislation in his state. It's a challenge Gov. Patton has been working on it ever since he was a member of the Prichard Committee for Academic Excellence in the 1980s. I remember talking to him about Kentucky's education reform experiment in 1992 when he was Lt. Governor and I was running for President. So I've been keenly aware of Kentucky's efforts, and for those who are less familiar, let me summarize them.

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

The results have been nothing short of extraordinary.

In 1996, Kentucky identified 175 schools needing major improvement. Two years later, 159 of those schools – 91 percent – had improved beyond the goals you set for them. Audubon Elementary is a particularly dramatic example. You went from 12 percent of you students meeting or exceeding the state standard on writing tests to 57 percent meeting or exceeding the standard. From 5 percent meeting or exceeding the state reading standard to 70 percent; and from zero students meeting or exceeding the state standards in science to 64 percent. Audubon is now the 18<sup>th</sup> best-performing elementary school in the state, despite the fact that two-thirds of your students qualify for free and reduced-price school lunch.

In fact, throughout the state, 10 of the top 20 best-performing elementary schools in science are schools where half the students are eligible for free and reduced-price school lunch.

You've proven, beyond a doubt, that poverty need not be destiny—that all our children are capable of learning at high standards in the public schools.

I believe that turning around failing schools should be one of our great national missions of the 21<sup>st</sup> Century. The moment is right. America is at a point 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 success in life. And after 20 years of intense experimentation with school reform--on the local, state, and national level—we now have overwhelming evidence about what works to turn around low-performing schools. Setting high standards. Demanding accountability. And providing the extra help for children to meet those high standards. In short, investing more in our schools, and demanding more of our schools.

For seven years, Vice President Gore and I have worked to give states like Kentucky the tools they need to follow this strategy, while encouraging other states to do the same.

We've turned record deficits into record surplus, yet, at the same time, we've nearly nearly doubling investment in education and training. We've required states to set academic standards for what their students should know, and also provided more resources to help states create and implement higher standards.

We're reducing class sizes in the early grades with the help of 100,000 new, highly-trained teachers--and I'm delighted that Audubon has used some of that money to hire a new teacher, Crystal Davidson. I'm especially delighted that you refer to her as the "Clinton teacher."

We've gone from one charter school in America to over 1,700 today, and we're well on our way to meeting our goal of 3,000. 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 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. 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 scores on college entrance exams are rising, even as more students from disadvantaged backgrounds are taking the test.

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

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

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

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

**To make this accountability strategy work nationwide, we must have the courage to do what Kentucky has done. We must identify those schools that are failing their students. Only then can we help them turn around. And so today, I am pleased to announce that I am directing Secretary Riley to provide me with an annual failing schools report. This report will tell us, for the first time, how many of our nation's public schools are failing, in which states they are located, and what each state is doing to turn them around.**

**Second, even as we press Congress to strengthen our accountability laws, we must ensure that states fulfill their accountability obligations under existing law.**

**Therefore, I am directing the Secretary to send teams to states to make sure that the states are meeting their responsibilities to turn around low-performing schools. These teams will work with states to apply successful reform strategies and identify federal resources, such as afterschool grants, which they can use to turn these schools around.**

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

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

Thank You.

Joshua S. Gottheimer  
05/03/2000 12:37:41 AM

Record Type: Record

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

cc:

Subject: Final--School Construction, Iowa. Comments to Gottheimer via Signal.

Final 05/03/00 12:15am

Josh Gottheimer

**PRESIDENT WILLIAM J. CLINTON  
REMARKS ON SCHOOL CONSTRUCTION  
CENTRAL HIGH SCHOOL  
DAVENPORT, IOWA  
May 3, 2000**

**Ack:** Sen. Harkin [*not present – but has been a major force behind our effort to modernize schools across the nation – and right here in Iowa*]; Ed Sullivan, President of the Building and Construction Trades; Barb Hess [*has been teaching at Davenport for 38 years, and graduated from school in 1956*]

I'm so glad to be back in Davenport. I remember coming here during the final days of my campaign for president back in 1992. And I remember talking with you about health care, the economy, and, of course, the Riverbandits [*local minor league baseball team*]. When I came back here in 1993, in the aftermath of the devastating floods, I recall how inspired I was by the strength of your community, and your eagerness to help one another through a particularly trying time.

Today, I am glad to report that the ground is dry, the sun is out, and the Mallards [*local minor league hockey team*] are on their way to winning another Colonial Cup. And one thing hasn't changed a bit: the strong will and enduring spirit of Davenport is as powerful as it has ever been. The people are still willing to stand by one another ... always ready to face the next challenge.

As part of my school reform tour, I'm here today to speak with you about one of the greatest challenges of the 21st Century: the importance of turning around low performing schools, so that all our children get the education they need and deserve.

This school district has taken up that challenge: you've set standards for what all your students should know and be able to do. You've put in place assessments to see if they're meeting those standards. You're giving students help to meet them – from afterschool to

smaller classes. You've set a goal to help all students read at grade level. And to get there, this summer, for the first time, second graders who don't pass reading tests, will go to summer school to help them get back on track.

This strategy of investing more in our schools and demanding more from them works. I saw it this morning in Kentucky, which has turned around many of the worst performing schools through the same strategy of higher standards, real accountability, and investment in what works. But I've come to this school to make a particular point: We cannot expect our students to achieve high standards in school buildings that are substandard. I have a plan that demands more accountability, but at the same time invests more in the tools of learning. And a safe, modern school building is an essential tool.

The time is right to take on this challenge. As President Kennedy once said, the best time to fix the roof, is when the sun is shining. And today the sun is shining on Davenport, and on America. We are at a moment of unparalleled prosperity and national self-confidence, with 21 million new jobs, the lowest unemployment rate in 30 years, and the lowest African American and Hispanic unemployment rates on record. We have the largest, most diverse group of students in our public schools in history. We have an economy in which education has become the indispensable key to success.

We've worked hard over the last seven years to provide schools with the tools they need. In an era of fiscal discipline, we've nearly doubled investment in education and training, making key investments that help children meet high standards. We're reducing class sizes in the early grades with our program to hire 100,000 new, highly-trained teachers. And I'm delighted that the Davenport school district has received some of these resources to hire nine additional teachers in the first, second and third grades. We've provided an army of volunteer tutors and mentors through our Gear Up and America Reads programs. We've expanded Head Start and improved its quality. We've dramatically increased federal investment in afterschool and summer school, from \$1 million a year in 1997 to nearly half a billion dollars a year today -- and my new budget calls for us to double our funding and triple the number of students with access to afterschool. Finally, with the help of Vice President Gore's E-rate program, nearly three-quarters of all classrooms in America are now connected to the Internet, up from only 3 percent in 1993.

The fundamental lesson of the last seven years is clear: 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.

**Today, the Department of Education, with the help of Vice President Gore, is releasing a report, *Schools as Centers of Communities*, which suggests ways for educators, parents, and community members to help design and plan better schools. First, it highlights the importance of modernizing classrooms to enhance student-teacher interaction. Second, it stresses the importance of a healthy, safe and secure learning environment, with a focus on lighting and air quality. Lastly, it describes the substantial**

**benefits that we know come from the use of modern technology in the classroom.**

But too many of our nation's schools are not only outdated and overcrowded – they're falling apart.

Central High School is one of those schools. Dating back to 1907, when Theodore Roosevelt was President, Central was called, "a high school for the future." And in 1907 it was. Back then, the population of Davenport was around 39,000 – nearly a third of what it is today. And Central High School had half the number of students that it does now walking these same halls ... filling these same classrooms.

Since then, your school has undergone several renovations. But much of its original infrastructure remains the same. As I saw earlier this afternoon, many of the science labs have the same furniture they did a century ago. Students still use the same wooden lockers that were used when the school was built. And they still have to crack open the windows to ventilate their classrooms. Today, Central's classrooms are cramped and crowded – with an average of 24 students in classrooms that were built for 15. And the electrical system can't handle the demands of the latest technology.

Like most schools, Central High has always wanted to do better by its students. But when it comes to renovating the school, it simply hasn't had the resources to do so. A *Life Magazine* story from 1953, the same time Barb Hess was a student here, described the infrastructure of Central as "badly lighted, poorly ventilated, overcrowded, and always in need of repairs." That was nearly fifty years ago.

But that's all going to change this summer, when Central High gets the repairs that it has long deserved. Your classrooms are being modernized and expanded to handle rising student enrollment, computers and other new equipment. The school's electrical system is being upgraded, so that more students, in more rooms, can have access to the Internet. And a new ventilation system will not only keep the school more comfortable in both the winter and summer months, but fresh air will help keep students in better health.

Despite these improvements, there is still much more to be done. Even after this summer's \$7 million renovation, Central High School will still need an additional \$7 million of work. That's a big bill, and you simply shouldn't be left to handle it all on your own. No city should.

The children of the Baby Boomers are breaking enrollment records for the fourth year in a row. This academic year, 53.2 million students currently fill our elementary and secondary schools. That's nearly half a million more than last year. And fully one-third of our schools – 25,000 of them – need to be rebuilt or extensively repaired. **Four years ago, the GAO estimated that it will cost \$112 billion just to renovate America's schools. A new study released today by the National Education Association estimates that the total cost of repairing old schools, building new ones, and wiring all schools for the latest technology, will cost \$322 billion – nearly triple the GAO's earlier figure. That is a**

**staggering number. It requires national attention.**

I've proposed a major School Construction Initiative to help communities build or modernize 6,000 schools all over America. I've also put forward a plan to give 5,000 schools the grants and loans for emergency repairs they so desperately need. For three years now, Republicans in Congress have stood in the way of progress, and stood in the way of better schools. It's time they put the education of our children first, and pass this pressing initiative without further delay. Americans should not tolerate outdated schools any longer.

In 1948, Harry Truman came through Davenport on Whistle Stop Tour, and berated Congress for not doing enough to move the country forward. He later said, "The nation cannot afford to waste human potential, as we are now, by failing to provide adequate elementary and secondary education for millions of children." Today, Truman's message still rings loud and clear: Everyone counts. Everyone deserves a chance. Everyone has a role to play. And we all do better when we help each other. That's why we must invest more and demand more in our schools. That's what we owe to our children. That's what we owe to America's future. Thank you.

Message Sent To: \_\_\_\_\_



**Bethany Little**  
05/02/2000 09:25:18 PM

Record Type: Record

To: Paul D. Glastris/WHO/EOP@EOP  
cc: Andy Rotherham/OPD/EOP@EOP, Kendra L. Brooks/OPD/EOP@EOP, John B. Buxton/OPD/EOP@EOP  
bcc:  
Subject: Re: resend--draft of St. Paul remarks

Ditto from before. Thanks!!  
Paul D. Glastris



**Paul D. Glastris**  
05/01/2000 03:36:21 PM

Record Type: Record

To: See the distribution list at the bottom of this message  
cc:  
Subject: resend--draft of St. Paul remarks

Draft 5/1/00 3:30 p.m.  
Glastris

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

Acknowledgments: City Academy Principal Milo Cutter;

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 this endeavor to reform our schools. But all you have to do is hear a young person like tk recount her story, to realize that the struggle has been worth it.

Your native son Garrison Keiller likes to say that in his mythic Minnesota town, 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.

I've come here today, as part of my education 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.

In 1993, we passed a new economic plan that cut hundreds of programs in order to reduce the deficit and improve the economy, but that also boosted education spending. In fact, over the last seven years, we've nearly doubled investment in education and training, even as we 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. And we passed the Goals 2000 legislation, which provided states with more resources to create and implement higher standards. Since then, we've gone from only a handful of states with standards to nearly every state having them, and 48 states now have assessments in place to measure student progress in meeting those standards.

We've made key investments in education that help children meet high standards. Reducing class sizes in the early grades with the help of 100,000 new, highly-trained teachers. Providing an army of volunteer tutors and mentors through our Gear Up and America Reads programs. Expanding Head Start and Improving its FOCUS ON EARLY LITERACY SKILLS. Dramatically increasing federal investment in afterschool and summer school, from \$1 million a year in 1997 to half a billion dollars a year today--and my new budget calls for doubling that amount.

Finally, 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, there was one charter school in the whole nation: City Academy. I wanted to see thousands more created, but that wasn't going to happen without substantial investment from the federal government, because **STARTING A NEW SCHOOL IS AN EXPENSIVE UNDERTAKING**. So in 1994 we passed tk, and have since invested nearly half-a-billion dollars 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.

At the same time, we've taken the concept behind charter schools and applied it to our dealings with all 50 states through our Ed-Flex law, offering states more flexibility in how they spend federal dollars in exchange for greater accountability for results.

The strategy of more investment, and more accountability, is producing real, measurable results. Math and reading scores are rising across the country, with some of the greatest gains in some of the most disadvantaged communities. Sixty-seven percent of 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 out 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. That's particularly evident here in the St. Paul, under the inspired leadership of Superintendent Pat Harvey. 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. **DO WE REALLY WANT TO SAY THAT REGULAR PUBLIC SCHOOLS CAN'T BE HELD ACCOUNTABLE SINCE WE CLAIM TO DO THAT IN ESEA?** So far, tk charter schools nationwide, and tk here in Minnesota, have been shut down for failing to live up to the terms of their charters. Every state should have charter school

laws that encourage this kind of accountability. Currently, the charter laws in some states are so restrictive that it's almost impossible to open a charter school, while in others the laws are so loose that incompetent schools are allowed to remain open. 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. States and school districts that accept federal money would have to identify and turn around their lowest-performing schools; put quality teachers in all classrooms; have fair and reasonable discipline codes; end social promotion but also provide children with extra help to meet higher standards; and send every parent a report card on the quality of their childrens' schools.

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 schols. But I think the growth of charter schools renders the whole debate over vouchers into something of a sideshow. Charter schools provide the choice and competition that proponents of vouchers say they want. And charter schools, unlike private schools, are OPEN TO ALL STUDENTS AND 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.

**For charter schools to fully play this crucial role, we must create more of them. Today, I am taking action to do just that. I am directing the Secretary of Education to develop guidelines for how faith-based and business institutions can be actively involved in starting and supporting charter schools, in ways that are not commercially exploitative and that respect the separation of church and state. Currently, the vast majority of charter schools are sponsored by school districts, universities, and community groups. But I believe there are thousands of business and faith-based organizations that would be eager to get similarly involved in supporting charter schools, if they had reliable information on how to do so IN AN APPROPRIATE way.**

**One school that is doing so is the Marvin Wynans Performing Arts Academy in Detroit. It's a non-sectarian public charter school, open to all children, and run by an 11**

year veteran of the Detroit public schools. But it was started by Pastor Marvin Wynan's church, operated out of leased space in the church's basement, with church members providing afterschool tutoring. Another example is the Skills for Tomorrow school in Rockford, Minnesota, 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 follow their lead.

We must also continue to make the investments in the capital that new charter schools need to get up and running—from purchasing buildings and books to recruiting quality teachers. Today, I am pleased to announce over \$145 million grants to help support tk new charter schools in tk states...

The fundamental lesson of the last seven years is clear: 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.

**Conclusion tk...**

Message Sent To:

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Karin Kullman

05/02/2000 10:59:16 PM

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Record Type: Record

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

cc:

Subject: new city academy student

I would like to amend my previous recommendation for the student to introduce the President at City Academy. Here is my new recommendation

Tomas (Tom) Gonzalez, 24, graduated from City Academy in 1994. He was born in Mexico City and moved to South Minneapolis when he was 13 years old. During his early high school years his family moved 3 times, and he attended 3 different, very large high schools. At each of those schools he felt as though he had no one to turn to and no encouragement to push himself to work hard. He found out about City Academy, and immediately went to talk to Milo Cutter, the principal, to find out if he could attend the school. He attended the school for 2 years, and during that time was able to take college courses through Concordia University. He feels that the biggest benefit to him was the personal attention he received there and the encouragement/push to utilize his skills to reach his full potential. City Academy was able to show him things he had never before seen, and pushed him to accomplish things he never would have accomplished in the larger high schools he had attended previously. Since graduation, he has stayed close to the school, and visits and volunteers there when he can. Tomas currently works for US Bank as a project manager for the Fraud Prevention Unit. He has worked there for 5 years, and has been promoted several times. He plans to begin college courses again in September to finish his degree, and US Bank is paying for his schooling.

Message Sent To: \_\_\_\_\_

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

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REMARKS ON TURNING AROUND FAILING SCHOOLS  
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May 3, 2000**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Thank You.

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 21<sup>st</sup> 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.

Joshua S. Gottheimer  
05/02/2000 11:27:21 PM

Record Type: Record

To: Paul D. Glastris/WHO/EOP@EOP, Andy Rotherham/OPD/EOP@EOP, Bruce N. Reed/OPD/EOP@EOP

cc:

Subject: revised draft

Draft 05/02/00 11:30pm

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 our most economically disadvantaged communities. We then flew to Davenport, Iowa where a school building that's nearly a century old is finally get 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 "Webisode 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]*

May 2, 2000

**EDUCATION ACCOUNTABILITY EVENT**

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

**I. PURPOSE**

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


**II. BACKGROUND**

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

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

**KENTUCKY'S ACCOUNTABILITY STRATEGY AND REFORM RESULTS.**

Speaking ten years after Kentucky's landmark education reform legislation was passed,



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

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

### III. PARTICIPANTS

#### Classroom Visit Participants:

#### **YOU**

Crystal Davidson, Teacher, Audubon Elementary School

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

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

Twenty-one 3<sup>rd</sup> and 4<sup>th</sup> grade students

#### Program Participants:

#### **YOU**

Secretary Richard Riley

Governor Paul Patton

Diane Embry, Principal, Audubon Elementary School

Karen Cecil, Parent, Audubon Elementary School

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

#### **IV. PRESS PLAN**

Classroom Visit -- Pool Press.

Remarks -- Open Press.

#### **V. SEQUENCE OF EVENTS**

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

#### **VI. REMARKS**

To be provided by Speechwriting.

May 2, 2000

## SCHOOL CONSTRUCTION EVENT

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

### I. PURPOSE

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

### II. BACKGROUND

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

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

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

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

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

### III. PARTICIPANTS

Greeters:

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

Walking Tour Participants:

**YOU**

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

Program Participants:

**YOU**

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

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

### IV. PRESS PLAN

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

## **V. SEQUENCE OF EVENTS**

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

## **VI. REMARKS**

To be provided by Speechwriting.

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.