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1

Divider Title: _____



Anna Richter
05/02/2000 07:07:46 PM

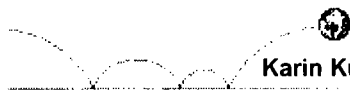
Record Type: Record

To: Bruce N. Reed/OPD/EOP@EOP, Eric P. Liu/OPD/EOP@EOP, Andy Rotherham/OPD/EOP@EOP, Kendra L. Brooks/OPD/EOP@EOP

cc:

Subject: KY/IA/MN/OH - IMPORTANT Notice to all Travelers Tomorrow

----- Forwarded by Anna Richter/OPD/EOP on 05/02/2000 07:07 PM -----



Karin Kullman

05/02/2000 06:15:10 PM

Record Type: Record

To: Anna Richter/OPD/EOP@EOP, Cathy R. Mays/OPD/EOP@EOP

cc:

Subject: KY/IA/MN/OH - IMPORTANT Notice to all Travelers Tomorrow

----- Forwarded by Karin Kullman/OPD/EOP on 05/02/2000 06:15 PM -----



Brian A. Alcorn

05/02/2000 06:01:29 PM

Record Type: Record

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

cc:

Subject: KY/IA/MN/OH - IMPORTANT Notice to all Travelers Tomorrow

Due to a possibility of inclement weather in Kentucky, the following scenario will apply tomorrow:

A weather call will be made at 6:15 am.

If weather is "bad" in Kentucky, staff vans will leave the West Basement at 6:45 am, and the President will depart Andrews AFB at 8:10 am. Staff/guests must be at Andrews AFB by 7:10 am in this scenario.

If weather is "good", the President will depart as scheduled. Staff vans will leave the West Basement at 7:45 am and the President will depart Andrews AFB at 9:10 am. Staff/guests must be at Andrews by 8:10 am in this scenario.

Please call into 202-757-2104 code 4500 at 6:15 am tomorrow to verify which scenario applies.

We apologize for the inconvenience. Please pass this to all who should know.

Contact Julie Eddy at 6-5330 or Brian Alcorn at 6-5332 should you have questions.

Message Sent To: _____

DRAFT DOCUMENT FOR INTERNAL WH USE ONLY

Proposed Education Tour Schools

Note: All schools on this list have been vetted by the Department of Education.

Wednesday, May 3, 2000

Kentucky:

Audubon Elementary

(Daviess (pronounced Davis) County School District) To avoid confusion refer to this visit as Daviess County

300 Worthington Road,
Owensboro, Kentucky 42301
Tel. 270-685-4110
Fax. 270-685-2465

School info: <http://www.daviess.k12.ky.us/places/schools/aes/aeslink.htm>

School District info: <http://www.daviess.k12.ky.us/>

Principal: Diane Embry

Supt. Stuart Silberman 270/685-3161

House Members: Lewis/Whitfield

Senators: Bunning/McConnell

School Profile

Grades	preK-5
Enrollment	450
Free and reduced lunch:	64%
Student breakdown:	85% white; 15% non-white (approx.)

This is by far the best of the options in Kentucky outside of Louisville. It is a high poverty school with very impressive student performance numbers, and it is a turnaround school. It was recognized as a National Title I Distinguished School in 1998-1999. The school's index score is 78—18th in the state for the 1998-1999 school year. The school has been designated in the “Rewards” stage for the past two cycles after having been an “In Decline” school in the first cycle. The school has improved from 12% to 57% of kids identified as distinguished or proficient in writing (now second in the state); from 5% to 70% in reading; and 0% to 64% in science. They have a class size teacher and class sizes that range from 15-22; a state-funded before-school and after-school program which they use for academic tutoring; a chess club; and Spanish in all classrooms. They use technology for reading efforts (Accelerated Reader) and have done a good deal of professional development with their teachers.

Deliverable: EXECUTIVE ORDER ON FAILING SCHOOLS

Quad Cities:

Central High School
1120 Main St.
Davenport, IA 52803
(319) 323-9900
Principal-Henry Caudle

Supt. Jim Blanche 319/336-5000

School info: <http://www.davenport.k12.ia.us/~dcsd/schools/profiles/central.htm>

School district info: <http://www.davenport.k12.ia.us/~dcsd/general/index.htm>
17,000 kids in the district

House Member: Leach
Senators: Harkin/Grassley

Central High School is the oldest school in Davenport, it was built in 1904. Davenport is currently undertaking a comprehensive renovation of their schools and Central High School is the last school to go. They have broken ground at the other two high schools but the President could do the groundbreaking at Central. 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.

Central has 1439 kids, 33 percent on free and reduced price lunch, and 29 percent minority. Test scores are average, nothing exceptional nothing horrific.

Deliverable: DEPARTMENT OF EDUCATION SCHOOL DESIGN REPORT

Thursday, May 4, 2000

St. Paul

City Academy
District #4000
958 Jessie
St. Paul, MN 55101
651-298-4624 phone * 651-292-6511 fax * HOME (651)290-9018
Contact: Milo Cutter
Milojc@aol.com

<http://www.mncharterschools.org/directory/schooldescription/cityacademy.htm>

House Member: Vento
Senators: Grams/Wellstone

City Academy is the nation's oldest charter school. Established in 1992, the school was created for high school age students who will thrive in a small learning community. Students participated in the development of the proposal and obtaining operating support.

City Academy Mission: To meet the need for academic programming aimed at returning alienated young adults to productive and responsible roles in the community.

Key Elements:

- The program seeks to prevent juvenile crime, substance abuse, absenteeism from school, persistent unemployment, poverty, and pregnancy by addressing root causes by offering appropriate programming to deal with conflict resolution, isolation, coping skills, poor self-esteem, lack of sense of personal empowerment and inability to accomplish meaningful work (academic and/or employment);
- Individual learning plans with objectives for each student;
- Focus on hands-on learning experiences;
- Teachers serve an informal counseling/mentoring role with students.
- Extended school hours and school year.

Accountability:

- Graduation outcomes for each student are developed and based on the state standards for Graduation. Measurements will include standardized testing, student demonstration, staff evaluation, community/employer evaluation, and student self-evaluation.

Deliverable: EXECUTIVE MEMORANDUM ON CHARTER SCHOOL GUIDELINES

Columbus:

Eastgate Elementary School
1939 Stratford Way
Columbus, OH 43219
614-365-6104

School info: <http://www.cpsemployment.com/profiles2/eastgate.html>

School district info: <http://www.columbus.k12.oh.us/index.html>

Principal-Barbara Blake

Supt. Rosa Smith 614/365-5888 (H)614-577-0119
Terri Gehre 614/365-6457 (H)614-263-4252

House Member: Kasich
Senators: Voinovich/Dewine

This school is 98 percent African-American and 78 percent free and reduced-priced lunch, they have substantially increased their test scores during the past year although this school still needs improvement. They are reducing class size through our initiative and 4 of the teachers at the school are participating in the mentoring component of the Peer Review program. The Ohio Civil Rights Commission tutors at the school weekly in math and science.

There are about 200 students at this school. Students at this school wear uniforms.

Deliverable: DEPARTMENT OF EDUCATION REPORT ON STATE
SURPLUSES/TEACHER SALARY

Estimated Number of Teachers Hired in the First Year of President Clinton's Class Size Reduction Initiative: School Year 1999-2000

	FY 1999 Appropriation	Estimated Teachers Hired	Grade 1 Teachers	Grade 2 Teachers	Grade 3 Teachers	Other Grades	FY 2000 Allocation
ALABAMA	19,413,279	461	127	124	186	23	21,039,181
ALASKA	5,623,097	84	66	4	8	5	6,094,043
ARIZONA	17,508,087	520	205	124	138	53	18,974,426
ARKANSAS	11,623,964	394	193	98	71	32	12,597,496
CALIFORNIA	129,177,934	2,341	182	104	109	1,946	139,996,860
COLORADO	13,164,489	327	146	108	56	17	14,267,043
CONNECTICUT	11,353,179	269	113	65	67	24	12,304,031
DELAWARE	5,623,097	100	54	31	8	6	6,094,043
DISTRICT OF COLUMBIA	5,623,097	133	56	32	33	12	6,094,043
FLORIDA	51,848,131	1,121	596	286	224	14	56,190,521
GEORGIA	29,909,345	709	280	193	221	14	32,414,315
HAWAII	5,623,097	104	26	27	51	0	6,094,043
IDAHO	5,623,097	133	56	32	33	12	6,094,043
ILLINOIS	50,137,659	1,082	401	195	325	160	54,336,793
INDIANA	20,096,000	572	213	165	140	54	21,779,082
IOWA	9,449,330	224	94	54	56	20	10,240,731
KANSAS	9,582,885	290	117	80	75	18	10,385,472
KENTUCKY	19,641,601	674	283	162	168	61	21,286,626
LOUISIANA	29,471,026	775	318	200	233	23	31,939,287
MAINE	5,623,097	156	54	44	43	16	6,094,043
MARYLAND	17,485,082	415	174	100	104	37	18,949,494
MASSACHUSETTS	22,447,648	533	224	128	133	48	24,327,685
MICHIGAN	50,275,610	1,060	441	287	273	59	54,486,298
MINNESOTA	16,662,118	448	107	58	235	49	18,057,605
MISSISSIPPI	19,208,820	456	191	109	114	41	20,817,599
MISSOURI	20,568,788	495	123	142	199	31	22,291,467
MONTANA	5,623,097	191	44	42	55	50	6,094,043
NEBRASKA	5,827,594	149	56	49	43	1	6,315,667
NEVADA	5,623,097	132	0	0	44	88	6,094,043
NEW HAMPSHIRE	5,623,097	164	71	36	39	19	6,094,043
NEW JERSEY	27,414,745	738	297	165	203	73	29,710,787
NEW MEXICO	9,619,782	234	120	71	39	3	10,425,459
NEW YORK	104,517,491	2,104	705	507	469	422	113,271,050
NORTH CAROLINA	24,678,787	620	261	167	189	3	26,745,687
NORTH DAKOTA	5,623,097	133	56	32	33	12	6,094,043
OHIO	46,139,496	593	299	114	170	9	50,003,776
OKLAHOMA	13,529,819	519	203	135	143	38	14,662,970
OREGON	11,564,476	263	127	66	55	15	12,533,025
PENNSYLVANIA	50,982,529	1,212	559	227	197	230	55,252,423
PUERTO RICO	40,440,447	1,654	695	397	414	149	43,827,419
RHODE ISLAND	5,623,097	125	65	38	22	0	6,094,043
SOUTH CAROLINA	14,495,110	357	184	68	89	16	15,709,106
SOUTH DAKOTA	5,623,097	168	70	27	36	35	6,094,043
TENNESSEE	20,066,133	500	231	120	138	11	21,746,713
TEXAS	97,206,460	2,517	1,220	593	539	165	105,347,705
UTAH	7,691,587	197	118	35	43	1	8,335,773
VERMONT	5,623,097	127	25	21	26	55	6,094,043
VIRGINIA	21,038,247	515	154	186	146	30	22,800,245
WASHINGTON	19,619,284	612	195	131	214	72	21,262,440
WEST VIRGINIA	11,301,032	276	125	90	57	4	12,247,517
WISCONSIN	20,118,645	475	228	101	92	54	21,803,624
WYOMING	5,623,097	133	48	35	27	23	6,094,043
OUTLYING AREAS/BIA	6,000,000	476	200	138	138	0	6,000,000
Total	1,200,000,000	29,062	11,197	6,545	6,966	4,354	1,300,000,000

Estimates are based on data from 8,679 districts in 44 States.

EXPLANATION OF ESTIMATES

The estimates of the number of teachers hired with Class Size Reduction program funds are based on data received from 8,679 districts in 44 States. To estimate the number of teachers hired, an average cost per teacher was calculated. A national average cost per teacher was calculated, as were State-specific average costs. Both the national and State-specific average cost per teacher account for program funds spent on recruiting, hiring, and training new teachers, and the amount spent on professional development activities.

For the 30 States in which at least 50 percent of the districts within the State have provided information on the number of teachers hired with program funds, the estimates of teachers hired in those States are based on the average cost per teacher reported by districts within the State.

For the 20 States and the District of Columbia, in which fewer than 50 percent of the districts within the State have provided information on the number of teachers hired with program funds, the estimates of teachers hired in those States are based on the national average cost per teacher.

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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.

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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. _____

	465	8236	260	262	254	260	252
	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							

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

May 3, 2000

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

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

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

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

\$400 million in charter schools and the President's budget this year provides an additional \$175 million to help reach the President's goal of 3,000 charter schools by 2002. Charter schools are public schools that are granted some freedom from regulations governing other public schools in exchange for a commitment to meet or exceed a state's academic standards.

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

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

May 3, 2000

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

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

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

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

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

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

May 3, 2000

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

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

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

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

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

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**PRESIDENT CLINTON VISITS FIRST PUBLIC CHARTER SCHOOL IN THE NATION AND
ANNOUNCES FURTHER STEPS TO SUPPORT CHARTER SCHOOLS**

May 4, 2000

~~DRAFT~~

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 announce further steps to help public 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 in 1992. Today the President 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 the release of \$16 million in new grants and \$121 million in continuation grants for charter schools, and will participate in an online chat with students from around the country. This week is National Charter Schools Week and the President will use this opportunity to challenge communities around the country to create more high quality public charter schools to increase choice and competition in public education.

BUSINESS AND FAITH-BASED GROUPS AND CHARTER SCHOOLS The Executive Memorandum that the President will release today asks the Secretary of Education to develop and release guidelines explaining how faith-based organizations and business groups can more effectively be involved with charter schools. Public charter schools must be non-sectarian in their admissions and practices; however, there are ways that faith-based groups and individuals associated with faith communities can play a positive role in creating and supporting public charter schools. 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 guidelines would augment the existing guidelines for public charter schools and the guidelines for religious expression in public schools that the President released in December. Likewise, the private sector can play a positive role with regard to charter schools and the President wants to ensure that local businesses understand the ways that they can be involved in the charter school movement. There are currently more than 100 employer-linked charter schools across the country illustrating just one way that businesses can be involved with charter schools.

PRESIDENT CLINTON'S LEADERSHIP KEY TO GROWTH OF CHARTER SCHOOLS President Clinton has long been a champion of charter schools since his service as a governor. When the President was first elected, there was only one public charter school open in the United States. This year, there are 1,700 and thirty-six states, Puerto Rico and the District of Columbia now have laws on the books that enable the creation of charter schools. more than halfway to the President's goal of 3000 charter schools. 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. The federal government funds charter schools through the United States Department of Education's Public Charter Schools Program. The President's FY 2001 budget includes a \$30 million increase in funding for the program, 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.

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 Public Charter Schools program, which was 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 also 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). The U.S. Department of Education reports that seven out of ten charter schools have a waiting list of students who want to enroll. Charter schools are playing a key role in a national strategy that employs public school choice as one component to spurring school improvement.

ONLINE 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. Following on the tradition of President Franklin D. Roosevelt's "Fireside Chats," the President will utilize the latest technology to communicate directly with the American people. The President 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. Last fall, the President conducted his first live Internet chat at the Democratic Leadership Council's Internet Town Hall Meeting. The President plans to host other "Webside Chats" on a series of other issues important to the American people.

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