

THE WHITE HOUSE
WASHINGTON

MEMORANDUM

January 20, 1999

TO: Bruce Reed; Gene Sperling

CC: Paul Weinstein; Gigi Georges

FROM: Loretta Ucelli

RE: Accomplishment Card for State of the Union

Attached is a two-sided Administration accomplishments card. We need to have the content of this card signed-off on, finalized and sent to the printer Friday morning, January 21st.

You and your staff have probably already seen the "accomplishments" side. It is the same document that Mike Gehrke in Research sent around for edits recently.

The other side lists the Administration's "economic record" -- and is similar to previous materials send out on pocket cards.

In order for the printer to get our order of pocket cards prepared in time for distribution prior to the State of the Union, we will need to get them our final content on Friday morning this week.

If there are edits, they can be given to Becky Salay in Communications/Research who can be reached via email or at extension 6-6238.

Thank you.

Send Edits
directly to
Becky.

PRESIDENT CLINTON AND VICE PRESIDENT GORE

1 9 9 3 - 2 0 0 0

COMMUNITY, OPPORTUNITY, & RESPONSIBILITY

Leading the Longest Economic Expansion in U.S. History

Sustained the longest peacetime economic expansion in history creating over 20 million jobs and producing the lowest unemployment rate in 29 years, the lowest poverty rate in 20 years, and the highest homeownership rate ever.

Restoring Fiscal Discipline, Replacing Decades of Budget Deficits with Surpluses

Eliminated the \$290 billion annual budget deficit, produced back to back surpluses and paid off over \$140 billion of the national debt resulting in lower interest rates on mortgages and car loans – an effective tax cut of \$2,000 for a family with a \$100,000 mortgage.

Leading International Efforts to Expand Peace, Democracy and Human Rights

Ended ethnic cleansing in Kosovo by leading NATO alliance to victory and returning nearly 1 million refugees to their homes. The President also worked to bring peace to Bosnia, restore democracy to Haiti, end hostilities in Northern Ireland and broker negotiations between Israel and Syria the Israelis and Palestinians.

Moving Millions of Americans from Welfare to Work

Kept President Clinton's promise to reform the welfare system by supporting work and responsibility, reducing the number of welfare recipients by 72 million (more than half), increasing child support collections by 80 percent, and producing the smallest welfare rolls in 33 years.

Reducing Crime to the Lowest Overall Rates in a Generation

Passed a tough crime bill to fund 100,000 community police officers banned assault weapons, reduce crime rate for seven years in a row, the longest consecutive decline ever recorded.

Enacting the Largest Expansion of College Opportunity Since the GI Bill

Created new options to pay for college, such as HOPE Scholarships and AmeriCorps, opening the doors of college to all Americans.

Setting High Standards and Providing Historic New Investment in Our Schools

Set high standards for the nation's students and schools while providing tools to meet new goals. The President delivered an initiative to hire 100,000 quality teachers to reduce class size, slots for 200,000 new Head Start students, new after school and summer school programs, GEAR-UP college preparation opportunities, Internet connections for America's classrooms, and strong leadership that resulted in higher standards for practically every American student and school.

Proving You Can Grow the Economy and Protect Our Environment

Cleaned over 500 toxic waste dumps, improved air quality by setting the toughest smog and soot standards ever and protected over 60 million acres of public lands – more than any administration since FDR.

Creating New Tools to Help Americans Balance Work and Family

Won important victories for children and families like passage of the Family and Medical Leave Act, targeted middle class tax cuts, an increase in the minimum wage, expansion of the Earned Income Tax Credit to 4.3 million people and health insurance for up to 5 million uninsured children.

Expanding Trade to Create Jobs and Strengthen Our Economy

Opened foreign markets to American-made products, expanding trade by 51 percent, and creating one-quarter of our record economic growth.

Doing all of This with a Smaller Government that Works Better for Less

Under the leadership of Vice President Gore's National Performance Review, this Administration has also produced a government that works better for less, eliminating over 16,000 pages of federal regulations and reducing the federal workforce by 365,000 federal employees.



ACCOMPLISHMENTS

PRESIDENT CLINTON AND VICE PRESIDENT GORE

1 9 9 3 - 2 0 0 0

COMMUNITY, OPPORTUNITY, & RESPONSIBILITY

ECONOMIC RECORD

Moving from Budget Deficits to Surpluses

Economic strategy of fiscal discipline combined with investing in the American people moved the economy from a record deficit (\$290 billion in 1992) to the largest dollar surplus on record (\$124 billion in 1999). On track to eliminate the Nation's publicly held debt by 2015.

Job Growth

20.4 million new jobs – the most created by any Administration and more new jobs than were created from 1981-1992. The economy has added an average of 245,000 jobs per month, the highest of any President on record.

Unemployment

Averaged 4.2% in 1999 – the lowest since 1969. The unemployment rate for Hispanics (6.4%) and African-Americans (8%) are both the lowest ever. Unemployment has fallen for 7 years in a row, and has remained below 5% for 30 months in a row.

Economic Growth

Averaged 3.8% per year since President Clinton and Vice President Gore took office, after growing just 1.7% per year from 1988-1992.

Real Hourly Wages

Grown 6.5% under the Clinton-Gore Administration. In 1998, real wages were up 2.7% – the fastest annual real wage growth in over 20 years.

Median Family Income (Adjusted for Inflation)

Increased by \$5,046 since 1993 – rising from \$41,691 in 1993 to \$46,737 in 1998.

Private-Sector Growth (Average Annual Rate)

Increased 4.3% annually since 1993. Since 1993, 18.5 million new jobs have been created in the private sector – the highest percentage since Harry S. Truman was President and presiding over post-World War II demobilization.

Government Spending (As A Share of GDP)

At 19.3%, Federal Government spending as a share of the Gross Domestic Product is at its lowest level since 1974.

Inflation (Average Annual Rate)

Underlying core rate at 2.0% in 1999 – the lowest rate since 1965. In the last four quarters the GDP price index has risen 1.3% – the lowest rate of increase since 1963.

Welfare Rolls

After increasing by 22% from 1981-1992, welfare rolls are down by almost 7.2 million (or 51%) to 7.2 million since 1993 – the largest welfare caseload decline in history, and the lowest number of people on welfare since 1967.

Child Poverty

Declined from 19.9% to 18.9% in 1998 – the lowest rate since 1980 and the largest 1-year drop since 1976. Under President Clinton and Vice President Gore, the child poverty rate has declined from 22.7% to 18.9% – the biggest 5-year drop in nearly 30 years (1965-1970).

Homeownership Rate

In the third quarter 1999, the homeownership rate was 67% – the highest ever recorded.

Auto Industry

156,000 new auto jobs added since 1993 – the fastest annual rate of auto job growth (2.5%) since the Johnson Administration.

Construction Industry

1.9 million new construction jobs added since 1993 – the fastest annual rate of growth (5.1%) since the Truman Administration.

RESEARCH AND ANECDOTES NEEDED
Including real people, success stories, facts.
Deadline: Saturday, January 8, 5pm

Draft by next Thursday
Victory Lap
Continue the work
we started
Flesh out the
vivid particulars

Economy

Domestic

Incomes up – what that means for average families

Birth and rise of new industries – and predictions for the new century

Statistics re: modern American affluence, eg, # of home computers, homes with two TVs, microwaves, vacation homes

Minimum wage – in real terms

20 million jobs: types/ people who have new jobs because of our efforts

Tom K Digital Divide – stats. How many connected/ demographics; race.

Examples of startup businesses that have grown

Homeownership; min wage

Raising min wage -- how many impacted

New markets related facts/ eic

Equal pay stats

Lifted out of poverty by EITC since 1993

Have bought first home since 1993

Impact of deficit reduction on average family. and lower interest rates, impact on working families.

In past 7 years we have freed up X billion for productive investment -- and lower interest rates have put x dollars in the pockets of working families.

How much money available thanks to EZ, community reinvestment act.

International

Pace of trade around the world

% of US economy on trade

Trade/ globalization: ie: in 1970, trade accounted for 10 percent of America's economy. today,

Trade accounts for about 1/4 of America's economy.

Technology/ Medicine/ Biotech

Genome

Diseases conquered

Projections on gains

Children covered thanks to our policies

Life expectancy, etc.

Tobacco stats

Cigarettes -- how many killed

CHIP

Environment

Lands legacy – acres we've protected

Clean air policies – in real terms

How much land we saved over last 6 years (compared to Roosevelt);

*Notes here
new markets*

Social Security/ Medicare/ elderly

How many people would have lost health care if stayed on path w/ Medicare

MO

Crime

Stats re: guns, Brady

Prison reform

Drugs – impact of our programs

Guns -- how many people accidentally killed

Prison: stay clean, stay out. facts -- success stories.

ESL

Crime/ cops, enforcement

School violence – stats, examples, progress

How people victims hate crime

Crime stats: murder rate, guns out hand criminals, drug use, etc. Examples of successful communities.

*o results
o outcomes*

Community/ Service

Philanthropy – examples of individuals

faith-based organizations

Americorps – numbers and alumni. Specific efforts.

child care tax credit

Deadbeat dads – stats

Welfare to Work – case #s

Education

*no of fathers who don't
see fathers every night*

Education

After school programs – examples of success; stats. How many kids gone into afterschool

Schools wired – how long until we reach our goal

Teachers: teacher quality: accountability: examples, success stories, stats

School construction facts. Studies, examples, successes

How many people: ave cheaper student loans; benefited from hope scholarships;

Low income students w/ college -- how earning potential impacted by college degree

Health

Prescription drugs -- how many affected: how cheap drugs are across the border

Have been helped by FMLA

New treatments, ooh ah

Brian Kennedy

*Seamus Langan
Phil Vukobratovic
Joe O'Rourke*

*with
Pauers*

*Adrian
Alonso*

Joshua S. Gottheimer
12/29/98 12:05:04 PM

Record Type: Record

To: Paul D. Glastris/WHO/EOP

cc:

Subject: here you go...

Education

[Tanya Martin and Tom Kalil]

Actual, specific, concrete gains from Chicago's social promotion education reforms

#s re social promotion - i.e., "Hundreds of thousands of children move from grade to grade each year in this country even though their own teachers say they can't do the work. Millions graduate from high school each year without being qualified to do so. ... [hundreds of thousands graduate from high school each year without being able to read their own diploma]."

Economic benefits from going to college -- *future jobs*

Stuff on Massachusetts tests & teachers

Stuff on teacher quality

#s of classrooms connected to internet in past several years -- how many to go -- how many til we reach our goal

wiring state - future goals [Tom]

check from Marannis or other speeches / names of teachers in Clinton's life? Aphorisms?

report on social promotion [*newspaper series from Chicago Tribune - Tanya*]

Joshua S. Gottheimer
12/30/98 05:01:42 PM

Record Type: Record

To: Michael Waldman/WHO/EOP, mawaldman@aol.com @ inet, Paul D. Glastris/WHO/EOP

cc:

Subject: educ stat correction

----- Forwarded by Joshua S. Gottheimer/WHO/EOP on 12/30/98 03:58 PM -----



Julie_Kaminkow @ ed.gov (Julie Kaminkow)

12/30/98 03:46:27 PM

Record Type: Record

To: Joshua S. Gottheimer/WHO/EOP

cc:

Subject: Re: <no subject>

these numbers are as of spring 98:

Number of public elementary and secondary school CLASSROOMS nationwide:
2,398,792

Number of public elementary and secondary school CLASSROOMS nationwide with
Internet access: 1,391,299 are wired (58%)

Not our goal but we're getting there!

October 27, 1999

REMARKS AT BLUE RIBBON SCHOOLS NATIONAL CEREMONY

DATE: October 28, 1999
LOCATION: Washington Hilton and Towers Hotel
BRIEFING TIME: 9:15am – 9:35am
EVENT TIME: 9:50am – 10:45am
FROM: Bruce Reed, Thurgood Marshall, Jr.

I. PURPOSE

To honor the principals, teachers, and parents of the 1998-99 Blue Ribbon Schools, and to urge the Congress to make strategic investments needed to improve the nation's public schools.

II. BACKGROUND

Today you will address the 1998-99 Blue Ribbon Schools National Ceremony at the Washington Hilton and Towers. This year 266 elementary schools will receive the Blue Ribbon award, including 221 public schools and 45 private schools. This year's winners come from 37 states and the Department of Defense. 27 percent of the winners have urban characteristics, 54 percent are suburban, and 19 percent are rural and small town schools.

The Blue Ribbon Schools program was established by the Secretary of Education in 1982. Since then, approximately 3780 schools have been recognized. The three primary purposes of the program are to identify and recognize outstanding public and private schools around the country; make research-based effectiveness criteria available to all schools so that they can assess themselves and plan improvements; and encourage schools, both within and among themselves, to share information about best practices based on common criteria of educational success.

To be a Blue Ribbon School, a school must demonstrate a strong commitment to educational excellence for all students. Winning schools must demonstrate sustained success over time or have overcome obstacles and made significant improvements. Each year, the program identifies a limited number of select emphases. These represent areas where school performance must be improved or where effective models of success are sought. This year, two winners in arts education and five winners in character education were selected.

Today's Speech

To achieve excellence we must invest in excellence. Blue Ribbon Schools are evidence of the effectiveness of high standards, accountability and investment. Your balanced budget invests in proven strategies to improve student performance such as reducing class sizes in the early grades, fixing failing schools, expanding after-school and summer school programs, improving teacher quality.

The Republican education appropriations bill undermines these investments. The Republican bill guts your class size initiative and provides no funds to turn around failing schools. In fact, the Senate voted down your proposal to set-aside \$200 million to fix failing Title I schools on a party line vote despite an endorsement of the proposal by the National Governors Association. You will use today's speech to emphasize that the Republican bill undermines precisely the strategic investments needed to improve public schools.

III. PARTICIPANTS

Briefing Participants:

Secretary Richard Riley
Bruce Reed
Thurgood Marshall, Jr.
Gene Sperling
Andy Rotherham
Kris Balderston
Paul Glastris

Meet & Greet Participants:

Vincent Ferrandino, Executive Director, National Association of Elementary School Principals
Evern Cooper, Executive Director, UPS Foundation
John A. Arant III, Executive Vice President, VALIC
Traci Langford, Vice President, Institutional Marketing, VALIC
Lynn Feldhouse, Daimler Chrysler Fund
Ed Jerome, Principal, Edgartown School
Kent McGuire, Assistant Secretary, Office of Educational Research and Improvement, Department of Education
J. Stephen O'Brien, Blue Ribbon Schools, Department of Education
Garland "Will" E. Tanner, Department of Education
Frederick Edelstein, Liaison, Corporate Sponsors, Department of Education

Program Participants:

YOU

Secretary Richard Riley

Ruth Summerlin, principal, Beaufort Elementary School, Beaufort, South Carolina

Beaufort Elementary School serves a predominantly low-income population of 573 students in grades Pre-K through 5. Five years ago Beaufort Elementary School was classified as one of the worst 200 schools in South Carolina. After implementing a five-year school improvement plan Beaufort Elementary has now been named a Blue Ribbon School. Last year's test scores indicated that their students were above the district and state averages in both reading and math. Beaufort has both after-school and summer school programs for remediation in both reading and math. The school has received both Title I and class size funding, and has reduced class sizes in grades 1-3 to a ratio of 15 to 1. Beaufort was previously a 100% free and reduced lunch school, but with the recent improvements it is now attracting students from private academies and other suburban schools. Ruth Summerlin has been the principal at Beaufort for seven years, and was instrumental in the school turn-around.

IV. PRESS PLAN

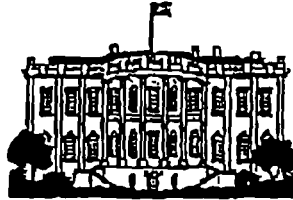
Open Press.

V. SEQUENCE OF EVENTS

- **YOU** will be greeted by Blue Ribbon Schools program sponsors and Department of Education officials.
- **YOU** will be announced onto the stage, accompanied by Secretary Richard Riley and Ruth Summerlin.
- Secretary Richard Riley will make brief remarks and introduce Ruth Summerlin.
- Ruth Summerlin, principal, will make brief remarks and introduce **YOU**.
- **YOU** will make remarks, work a ropeline, and depart.

VI. REMARKS

To be provided by speechwriting.



THE WHITE HOUSE OFFICE OF SPEECHWRITING

Fax (202) 456-2505

Tel (202) 456-2777

TO: Andy Rotherham

FAX: 6-5581 PHONE _____

FROM: Josh Gottheimer

Comments _____

Date: 12/28/99

Number of Pages (including cover): 3



Paul Hill <bicycle@u.washington.edu>
12/22/99 12:55:43 PM

Record Type: Record

To: Joshua S. Gottheimer/WHO/EOP

cc:

Subject: Suggestions for the State of the Union Language on Education

From: Paul T. Hill
Senior Fellow
The Brookings Institution
(206) 685-2214

Text is below and also in the attachment.

To President Clinton:

For the State of the Union Address I would recommend a strong statement about the need to use every possible resource to turn around big-city school systems that do not educate children. Suggested language:

Since the early 1960s, the federal government has funded programs to improve teaching and learning in low-income schools. My administration has strengthened that effort, but it has not been enough. Big-city children, most poor and from minority groups, are still half as likely to graduate from high school and to reach adulthood in command of basic skills, as other American children.

Much more can be done. Our greatest cities are treasure houses filled with human talent and great institutions—museums and universities, orchestras, churches, and foundations, all of them dedicated to learning and to uplifting the human spirit. Unfortunately, the way we now run public education has kept these institutions on the sidelines. They can give money and moral support, but they cannot create or operate public schools nor can their musicians, scientists, writers and artists teach students, except before and after school hours or as volunteers.

We need to find ways of making all the resources of big cities relevant to the education of city children. This will require many changes: more aggressive use of charter school laws to create new schooling options, more flexible uses of federal funds, fewer barriers to private investment in schools, and greater openness to allowing experts in their fields to teach in schools without abandoning their other careers.

These changes require local initiative, and cooperation with the states. But the habit of treating the public education system as a bureaucracy separate from the other resources of a city is hard to break. People who are dedicated to education of the public's children must be prepared to

take risks, accept experiments, track results, and abandon arrangements that do not work.

The federal government cannot mandate these things to happen. But the federal government, and I personally can help city leaders forge new compacts to strengthen public education. In my last year as President I will call a series of small White House Conferences that will bring the government and private leaders of big cities together, one city at a time, to hammer out new arrangements for using all a city's assets for the education of its children. I will come ready to help and counsel, just as I have done in the diplomatic field. I will also come, with the Secretary of Education, prepared to reallocate federal funds and waive regulations that might get in the way of cities' initiatives.



- To President Clinton

At the dawn of our nation, Thomas Jefferson wrote that “an enlightened citizenry is indispensable for the proper functioning of a republic,” and that we must therefore “educate and inform the whole mass of people.” At the dawn of the 21st Century, we must be guided as never before by Jefferson’s faith: that all children can and must learn. For in the new information economy, education is the indispensable key to opportunity

For seven years we have worked towards the goal of giving all our children the education they need to pursue their dreams. We have opened the doors of college to all with more Pell grants, more-affordable student loans, education IRAs, and our HOPE scholarship tax cut. We have helped nearly every state set higher academic standards for their schools. We are closing in on our goal of connecting every classroom and library in America to the Internet, with the help of the Vice President’s E-rate program. And for two years in a row, Congress has supported our effort to hire 100,000 new, qualified teachers, to lower class sizes in the early grades. Congress must continue that support this year.

With these and other efforts, our students are learning more. Scores on college entrance exams are going up, even as more students from more-diverse backgrounds are taking the test. And some of the most impressive academic gains are happening in schools in some of America’s poorest neighborhoods. Schools like Beaufort Elementary in Beaufort, South Carolina. Classified as one of the state’s worst-performing schools five years ago, Beaufort embraced accountability and higher academic standards, and started afterschool and summer school programs for students who were behind. Today, Beaufort’s math and test score exceed the state average, and local parents are pulling their children out of private schools and putting them in Beaufort.

I have visited similar schools all across America--schools that have turned themselves around with the same proven formula: more accountability, higher standards, and help for children to meet those standards. Unfortunately, there are too many low-performing schools in this country that are not applying these lessons—schools where, year after year, children fail to get the knowledge and skills they need to escape poverty and make the most of their God-given talents.

Last year, from this podium, I proposed my Education Accountability Act, to require every state and school district receiving federal funds to identify and turn around their poorest-performing schools—or shut them down and allow parents to choose other public schools for their children. This year, I challenge Congress to pass that measure.

Last fall, Congress supported my plan to give states and school districts more resources to do what they deem necessary to turn around failing schools—from hiring new principals and teachers to buying the most up-to-date books and technology. This year, let’s nearly double that investment. Let’s also increase our investment in charter schools, to give parents more choice. And let’s provide performance bonuses to states that pursue quickly strategies we know lead to grater learning. Hold schools accountable for results. Putting qualified teachers in every classroom. Empowering parents with report cards on the performance of their childrens’ schools.

We know that quality afterschool and summer school boost academic achievement and keep children off the street in the hours before parents get home from work, when juvenile crime soars. Tonight, I propose doubling federal support to provide afterschool and summer school to every child in every failing school in America.

We know that a rich pre-school experience helps children succeed in school. And since 1993, we've put over tk-hundred thousand more children in the successful Head Start pre-school program, and improved the quality of Head Start. Tonight, I propose the largest funding increase for Head Start in history. This increase, plus investment in child care block grants, will put us on a path to providing universal preschool for every four-year-old in America.

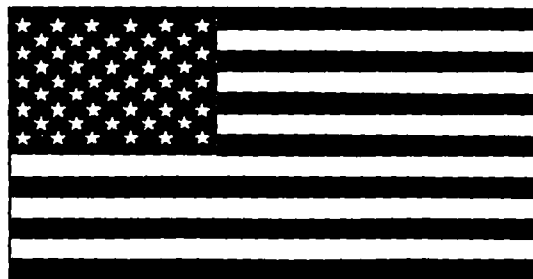
We know that the single most important factor in whether a child learns is the quality and expertise of his or her teacher. Tonight, I propose new efforts to help states and school districts recruit the best teachers, pay the best teachers more, train and support all teachers, and expect the best for our children by not tolerating low-performing teachers in their classrooms. And just as we have war colleges to train our generals, we must have leadership institutes for our school principals and superintendents

We know that antiquated classrooms get in the way of learning, and that a third of all schools in America are literally falling apart—with leaky roofs and electrical service so inadequate that if you plug a new computer into the wall, the circuit breaker cuts off. Tonight, I propose new investments to make immediate, urgent repairs on our schools. And I renew my call for a tax credit to help build or modernize 6000 schools nationwide—so we can take our children out of trailers and put them in modern classrooms.

We know that the average American high school today is five times bigger in size than it was in World War II—but that large high schools can breed the kind of alienation that led to the tragic shootings in Littleton and elsewhere. Smaller high schools are not only safer, according to research, but also promote greater learning. We must help districts convert large, factory-style high schools into smaller schools where the often-cruel forces of peer pressure can be softened by the influence of caring adults. And we must do more to help high school students prepare for, and succeed in, college. We must bring advanced placement courses to schools in isolated rural areas via the Internet, increase tutoring and mentoring efforts, and offer disadvantage students the same test prep courses wealthier students use to boost their scores on college entrance exams.



**Background on President Clinton's
Agenda for the Nation
State of the Union Address
January 19, 1999**



Background on President Clinton's Agenda for the Nation
State of the Union Address
January 19, 1999

21st Century Schools

- Accountability for Results
- Accountability for Results: End Social Promotion
- Accountability for Results: Turn Around Low Performing Schools
- Accountability for Results: Put Qualified Teachers in the Classroom
- Accountability for Results: Issue School Report Cards
- Accountability for Results: Adopt Discipline Policies
- A National Effort to Reduce Class Size in the Early Grades
- Modern School Buildings to Improve Student Learning
- Recruiting Outstanding New Teachers for Our Nation's Public Schools

21st Century Support for American Families

Labor

- Minimum Wage Increase
- Ensuring Equal Pay

Child Care

- Expanding the Child Care Block Grant
- Expanding After-School Opportunities
- Giving Greater Tax Relief for Child Care to Three Million Working Families
- Providing Tax Relief to Parents Who Stay at Home
- FMLA Expansion
- Prohibiting Discrimination Against Parents

Health Care

- Addressing Growing Long-Term Care Needs
- The Potential of New Biomedical Research
- Protecting Patients through a Strong, Enforceable Patients Bill of Rights
- Protecting Privacy of Medical Records
- Encouraging Small Businesses to Purchase Health Insurance
- Providing New Options for Americans Ages 55 to 65 to Obtain Health Insurance
- Improving Economic Opportunities for Americans With Disabilities
- Improving Health Care Access for Uninsured Workers
- Providing Critical Mental Health Prevention and Treatment Services
- Protecting Our Children From Tobacco
- Largest Increase in Family Planning Grants in 15 Years

21st Century Economy

- Re-employment Initiative
- Helping Adults Who Lack Basic Skills
- Welfare Rolls Decline as More Recipients go to Work
- Additional Welfare-to-Work Assistance
- New Markets Investments Initiative
- Empowerment Zones
- Community Development Financial Institutions Fund (CDFI)
- Crop Insurance Program
- Information Technology Research
- Y2K

- Financial Architecture
- A Firm Commitment to Free and Fair Trade
- Traditional Trade Negotiating Authority
- Caribbean Basin Trade Enhancement
- African Growth and Opportunity Act
- New WTO Round of Global Trade Negotiations
- International Labor Rights
- Child Labor
- U. S. Manufacturing Exports

A Strong America in a New World

- Bringing Hope to Northern Ireland
- Securing Peace in the Balkans
- Promoting Peace in the Middle East
- Defending Against New Threats to America's Security
- Cooperative Threat Reduction Initiative
- Containing and Opposing Saddam Hussein
- Comprehensive Test Ban Treaty
- Strengthening America's Military
- Strengthening Alliances and Promoting Freedom
- Payment of United Nations Arrears
- Hurricane Mitch Response
- U.S. - Africa Partnership for Economic Growth and Opportunity

21st Century Communities

Crime/Drugs

- 21st Century Policing Initiative
- Zero Tolerance Drug Supervision
- Making the Brady Waiting Period Permanent
- Preventing Violent Juveniles from Buying Guns
- Child Safety Locks for Handguns
- Helping Make All Schools Safe, Disciplined, and Drug-Free

Environment

- Climate Change
- Livability Agenda: Easing Traffic Congestion and Community Planning and Collaboration
- Livability Agenda: Better America Bonds
- Lands Legacy Initiative
- Clean Air Partnership Fund

Service

- AmeriCorps

Political and Government Reform

- Enact Bipartisan Campaign Finance Reform
- Reinventing Government

One America

- English Literacy/Civics Initiative
- Civil Rights Enforcement
- The Employment Non-Discrimination Act ("ENDA")
- The Hate Crimes Prevention Act

Peroration: the Millennium

- Millennium Communities Program
- Save America's Treasures Program

21ST CENTURY SCHOOLS

Accountability for Results

In his State of the Union Address, President Clinton will announce a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. These proposals will help to lift student achievement in every public school and close the achievement gap by giving special attention to disadvantaged students in low-performing schools.

The President's plan marks a sea change in national education policy -- for the first time holding states and school districts accountable for progress and rewarding them for results. While insisting that states and local governments retain primary responsibility for education, President Clinton will call on Congress to make sure federal dollars support what works and not what doesn't. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results.

Specifically, the President will announce that he will send Congress legislation to reauthorize the Elementary and Secondary Education Act (ESEA) to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

Accountability for Results: End Social Promotion

The President's ESEA proposal will require states and school districts to end social promotion -- the practice of promoting students from grade to grade regardless of whether they have mastered the appropriate material and are academically prepared to do the work at the next level. Students who are promoted without regard to their achievement fall even further behind their classmates, and are more likely to lack basic skills upon graduating from high school.

To ensure that this requirement helps more students succeed, rather than simply increasing the number held back, states and school districts would have to show how they will help students meet promotion standards on time by (1) strengthening learning opportunities in the classroom with clear standards, small classes with well-prepared teachers, high quality professional development, and use of proven instructional practices; (2) identifying students who need help at the earliest possible moment; (3) providing extended learning time, including after-school and summer school for students who need extra help; and (4) developing an effective remedial plan, with intensive intervention, for students who still do not meet the standards, so they can get back on track in their schooling.

In 1996 President Clinton challenged every state and school district to adopt policies to end social promotion and require students to pass high school graduation exams. Twenty six states now have high school exit exams, and last year four states adopted policies to stop promoting unprepared students from grade to grade. A growing number of urban school districts, including Boston, Philadelphia, New York City, and Washington D.C. are adopting similar policies. In Chicago, which three years ago ended the practice of social promotion in a way that gives students who need it substantial extended learning time, citywide math and reading scores have gone up every year, with the largest gains among the most disadvantaged students. President Clinton's FY 2000 budget proposes to triple federal funding for after-school and summer school programs (from \$200 million to \$600 million) to help schools ending social promotion give students the extra help they need to succeed.

Accountability for Results: Turn Around Low Performing Schools

The President's ESEA proposal will require states to identify the schools with the lowest achievement levels and least improvement and take corrective action to turn them around. These corrective actions, based on a careful assessment of each school's needs, would include steps such as intensive teacher training, support to improve school discipline, and the implementation of proven approaches to school reform. If these actions do not result in improved student achievement within two years, the proposal would require states to take additional corrective actions, such as permitting students to attend other public schools; reconstituting the school, by fairly evaluating the staff and making staff changes as appropriate; or closing the school and reopening it as a charter school or with an entirely new staff. Nineteen states currently take similar actions to help improve low-performing schools, and experience demonstrates that when these interventions are carefully implemented and accompanied by the resources to support change, schools improve and student achievement increases. The President's FY 2000 budget contains \$200 million to help states begin taking these steps immediately.

Accountability for Results: Put Qualified Teachers in the Classroom

According to the National Commission on Teaching and America's Future, one of the most important factors in improving student achievement is the knowledge and skills teachers bring to the classroom. Yet every year, approximately 50,000 individuals teach on "emergency" certificates, which means they do not meet the standards the state has set for certification. In addition, numerous teachers teach subjects for which they lack adequate preparation, with fully one quarter of secondary school teachers lacking even a minor in their main teaching field. Students in schools with the highest concentrations of poverty -- those who often need the most help from the best teachers -- are most likely to be in classrooms with teachers who are not fully qualified: for example, in schools with the highest minority enrollment, students have a less than 50 percent chance of having a math or science teacher with a license and degree in the field.

The President's ESEA proposal will require states to adopt performance examinations for all new teachers, requiring them to demonstrate both subject-matter knowledge and teaching expertise. The proposal also will require states and school districts to phase out, over five years, the use of teachers with emergency certificates and the practice of assigning teachers to subjects for which they lack adequate preparation. To support these new teacher quality standards, the proposal will provide resources to help states strengthen teacher certification standards, test new teachers, provide training to current teachers, and give incentives to recruit more highly qualified teachers.

Accountability for Results: Issue School Report Cards

The President's ESEA proposal will require states to distribute to all parents annual report cards for each school and school district, as well as the state as a whole. The report cards will include information on student achievement, teacher professional qualifications, class size, school safety, and other factors that will help parents to judge the performance of the schools. Where appropriate, the report cards also will show the academic achievement of ethnic and racial subgroups, to ensure accountability for helping all students achieve. Thirty-six states currently publish or require local school districts to publish school report cards, and five additional states will begin the practice in the next two years. A recent report by Public Agenda, however, shows that only 31 percent of parents had seen these report cards. The President's ESEA proposal will help ensure that all parents in all states have access to the information they need to evaluate the quality of their schools and identify the areas in which improvement is needed.

Accountability for Results: Adopt Discipline Policies

Schools must be a place of learning. President Clinton already has challenged states, communities, and

schools to take a number of steps to restore order and safety, such as adopting school uniforms, enforcing truancy laws, and imposing curfews. But in some schools, the breakdown of classroom discipline remains one of the biggest obstacles to learning and one of the greatest concerns for teachers, students, and parents alike. The President's proposal will require states and school districts to adopt discipline policies to make sure students have the chance to learn and teachers have the chance to teach.

A National Effort to Reduce Class Size in the Early Grades

In his 1998 State of the Union address, President Clinton proposed to help local school schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; this helps students to learn more and get a stronger foundation in the basic skills. In these studies, minority and disadvantaged students showed the largest achievement gains. Last year, Congress provided a down payment on the President's seven year, \$12.4 billion proposal by appropriating \$1.2 billion to help local communities hire about 30,000 teachers. Now Congress must finish the job by providing the next installment of funds for local schools to continue progress toward hiring 100,000 new teachers over seven years.

Modern School Buildings to Improve Student Learning

For students to learn, schools must be well-equipped and be able to accommodate smaller class sizes. In 1998, the American Society of Civil Engineers said that school buildings represent the nation's most pressing infrastructure need. To address this critical need, President Clinton is proposing federal tax credits as incentives to help states and school districts to build and renovate public schools. Half of the bond authority will be allocated to the 100 school districts with the largest number of low-income children, and the other half will be allocated to the states.

Recruiting Outstanding New Teachers for Our Nation's Public Schools

With more than 2 million teachers to be hired in the next ten years to accommodate record student enrollments and an aging teaching force, the nation must not only recruit an adequate *number* of teachers, but ensure a *quality* teaching force through effective teacher recruitment and preparation. The President's budget will contain a series of new initiatives and funding increases to help recruit well prepared individuals to teach where they are needed the most, in high poverty urban and rural communities. In particular, the President's FY 2000 budget will increase funding for his teacher recruitment effort enacted in last year's Higher Education Act — to \$35 million from \$7.5 million — to recruit 7,000 outstanding new teachers into high need public schools by giving them scholarships in exchange for a commitment to teach. The President will announce other initiatives to improve teacher quality at an event later in the week.

VICE PRESIDENT GORE ANNOUNCES INVESTMENT IN SMALL, SAFE AND SUCCESSFUL HIGH SCHOOLS

January xx, 2000

IN THE INFORMATION CENTER
Washington, D.C. – Reiterating the importance of ensuring a world-class education for all America's students, Vice President Gore today heralded a \$120 million investment in creating smaller, safer and better high schools that will be included in the Administration's budget for Fiscal Year 2001. The Administration's Small, Safe and Successful High Schools initiative exemplifies the Vice President's commitment to reforming the American high school.

"Small schools can provide personal attention to meet the varied needs of all our children, helping both those who are struggling and those who are excelling to achieve their full potential," said Vice President Gore. "Tragic incidents of school violence make it clear that many of our teenagers need more attention than large high schools can give them. We must help working families struggling to give their children attention and direction, by ensuring that our public high schools offer connections to caring adults as well as academic challenge."

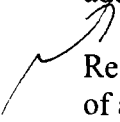
The Administration will propose investing \$120 million in fiscal year 2001 in the Small, Safe and Successful High Schools initiative to help local school districts create smaller, more engaging learning environments for America's high school students. The program would offer competitive grants to school districts to create smaller schools or break up larger schools using strategies such as setting up autonomous schools-within-schools, establishing charter schools, forming career academies, restructuring the school day and other innovations that allow schools to ensure that every student receives personal attention and academic support to achieve high standards. In addition to being smaller, good high schools have an innovative, engaging and challenging curriculum integrated around a coherent focus; teachers that collaborate and discuss the needs of their students; a sense of leadership and investment in the school; and the involvement of families and community. Allowable uses of federal funds could include planning and implementation costs, professional development, team building, facility renovation, additional staff time, extended learning time, legal and accounting consulting, supplies and other relevant costs.

Incidents of school violence, like the recent tragedy in Littleton, Colorado, are causing serious alarm among parents and students who are unsure what has caused such tremendous alienation and aggression in our teenagers. In addition to the need for more parental involvement and stricter discipline policies, many educators are pointing to a systemic problem -- the model of the American high school.

In response to these concerns, Representative David Obey (D-WI) included \$45 million in the FY 2000 budget to create smaller high schools, and this Administration initiative will build on Rep. Obey's down-payment by proposing a \$120 million investment in Small, Safe and Successful High Schools for FY 2001.

Since the end of World War II, the number of schools nationwide has declined seventy percent, while average enrollment has grown fivefold. More than 25 percent of American high schools

enroll more than 1,000 students, and enrollments of 2,000 and 3,000 are common. The conventional wisdom in building these enormous schools was that they would offer students more academic and extracurricular opportunities. However, more and more large schools are being built because of the need to educate rapidly growing numbers of high school students. There are currently 13.5 million students attending secondary school in America, and an additional 1.3 million students will enroll over the next decade.



Research shows that small schools can offer a strong core curriculum and, in most cases, a level of academically advanced courses comparable to large schools. Smaller schools also have better attendance records, lower dropout rates and fewer discipline problems. A 1996 study found that students in smaller schools were more likely to be involved in and hold positions of responsibility in extracurricular activities. Finally, research backs up the conventional wisdom that smaller schools are safer and more productive because students feel less alienated, more nurtured and more connected to caring adults, while teachers feel that they have more opportunity to get to know and support their students. Parents also support smaller schools for their children. A 1997 study of charter schools showed that the most common reason parents chose a charter school over a traditional public school was the smaller size of the charter school. Fifty-three percent of parents surveyed cited the schools' small size, ranking that factor ahead of higher standards, greater educational philosophy, greater parental involvement and better teachers.

“When teachers and principals must practice crowd control, it becomes impossible to spot the early warning signs of violence, depression, or academic failure - and it becomes even harder to do something about it.”

► **Paul J. Weinstein Jr.**
01/06/2000 06:16:59 PM
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Record Type: Record

To: See the distribution list at the bottom of this message
cc: Bruce N. Reed/OPD/EOP, Eric P. Liu/OPD/EOP@EOP, Christopher C. Jennings/OPD/EOP, Anna
Richter/OPD/EOP@EOP
Subject: SOTU POLICY BOOK

Once again I have been asked to help coordinate and put together the policy book that accompanies the President's State of the Union. This document lists and describes in one paragraph (and I mean one paragraph, no more than 1/3rd a page) the President and Vice President's top priorities. This does not mean everything in the budget but rather the key items the Administration wants to make happen this year. You must be selective. Reed, Liu, and Freedman can give you guidance on what topics to prepare paragraphs. Please make certain you consult with them.

Draft paragraphs are due by COB next Thursday. NO EXTENSIONS (this includes health care). These are drafts and they can be changed. But I want copies by Thursday so we can share the draft book with the appropriate people and get their feedback.

If you want to see last year's version of the book I will leave a copy on top of the TV in my office. IT IS MY ONLY COPY SO DO NOT REMOVE IT FOR ANY LONGER THAN IT TAKES TO XEROX THE DOCUMENT. The book is also on the White House Home page.

Good Luck.

Message Sent To: _____

- o Summer curriculum
- o class size
- o after-school

on the way

on the way

- Summer curriculum

~~Program~~

~~Program~~

- Program

- Program (Teacher Handbook)

o NEW PDS → TO
→ Knowledge

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- Program