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RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
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Freedom of Information Act - [5 U.S.C. 552(b)]

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PRESERVATION

**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.

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

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

A RECORD OF REFORM

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

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

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

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

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

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

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

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

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

MORE WORK STILL REMAINS

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

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

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

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

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

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 website 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.

Education Tour – Central High School
Q&A
May 3, 2000

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

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

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

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

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

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

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

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

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

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

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

Minnesota Education Issues

Q&A

May 4, 2000

Q: Senator Paul Wellstone has introduced a bill (S 2348) that calls for the fair use of tests and would ban the use of high stakes test as a sole measure of promotion. What is the Administration's position on the bill?

A: The Administration shares Senator Wellstone's goal that high-stakes tests are used fairly. The Department of Education has released guidelines about the valid and fair use of tests and I would refer you to that. Our ESEA reauthorization proposal advocates the use of multiple measures for promotion decisions, but it does so in the context of an agenda of high standards, real accountability, ending social promotion the right way and making proven investments in strategies such as after-school, teacher quality, and reducing class size. We do believe it is important that schools are held accountable for student performance.

Q: Minnesota has an educational tax credit or deduction to help families with educational expenses. Families can use the deduction for private school tuition. What is the Administration's position on this?

A: This Administration supports the effort to help defray the cost for general educational opportunities for low-income families, but we do not support tax credits, deductions and vouchers for private school expenses. As we have said repeatedly, we believe that the taxpayers' dollars ought to be focused on improving the educational opportunities where 9 out of 10 students across the nation attend school – the public schools.

Q: In Minnesota, there is a debate going on over funding for charter schools or lease-aid. What is the President's view of this debate since he is such a strong supporter of charter schools?

A: The President believes that decisions about charter schools are appropriately left to state and local governments. The President believes that charter schools should be open to all, publicly accountable and held to high standards. The federal charter school law reflects these principles. More specific issues such as this should be decided by states and localities.

Q: The teachers' unions in Minnesota are upset about the new state standards called the "Profiles of Learning" and also about a recent state law that allows school districts to hire community experts who aren't certified teachers to work in schools. What is the President's view on these issues?

A: Both of these issues are state and local issues for the citizens of Minnesota to decide.

EDUCATION REFORM ROUNDTABLE PARTICIPANTS

May 4, 2000

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

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

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

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

John Grossman, President, Columbus Education Association. Mr. Grossman has served as the President of the Columbus Education Association, an affiliate of the National Education Association (NEA), since 1978. John was instrumental in implementing the Peer Assistance & Review Program (PAR) program in Columbus. This partnership, with the Columbus Public Schools and the Columbus Education Association, provides a "coaching/mentoring" program so that successful teachers can help new teachers develop the skills they need to increase teacher

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quality. In a system of over 4,8000 teachers, PAR has served almost 3,300 teachers since its beginning in 1986, through the 1996-97 school year. Mr. Grossman is a former Vice Chair for the NEA Commission on the Crisis of the Urban Child, and served on the NEA Legislative Committee for four years. Currently he is a charter member of the TURN Network, on the Holmes Partnership Board, Co-Chair of the Unite Project, and Vice President for the Midwest region for the Holmes Partnership.

Michael B. Coleman – Mayor of Columbus, Ohio. Mayor Coleman took office on January 1, 2000, as Columbus' first Democratic Mayor in 28 years and first African American mayor. Mayor Coleman created the first Office of Education, which works to coordinate the efforts of the city, families and schools to help develop after-school opportunities for children city-wide. Prior to becoming mayor, Coleman served as President of Columbus City Council. Since he was first elected to Council in 1992, he focused his efforts on enhancing the economic vitality of neighborhoods and generating jobs for residents. On Friday, May 5, the Mayor will host an education conference – “The Promise of After-School: A Forum on Extended Day Programs in Columbus” – which will focus on the benefits of extended-day programs in helping schools, parents and communities meet their goals.

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

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

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

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

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

**PRESIDENT CLINTON HIGHLIGHTS EDUCATION REFORM AGENDA WITH
ROUNDTABLE ON WHAT WORKS**

May 4, 2000

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

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

REFORMS THAT WORK. The Columbus Public Schools are applying a number of proven strategies: reducing class size, improving teacher quality through mentoring and peer review, providing after-school help, and ending social promotion the right way. The President will take part in a roundtable discussion with educators, parents, and students on what is working in Columbus, and how to apply those lessons elsewhere.

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

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

May 4, 2000

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

CHARTER SCHOOLS: IMPROVING PUBLIC EDUCATION AND EMPOWERING PARENTS.

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

AWARDING NEW GRANTS TO EXPAND THE CHARTER SCHOOL MOVEMENT. President Clinton has long been a champion of charter schools. When he was first elected, there was only one public charter school open in the United States. Now, thanks in part to almost \$400 million in federal funding and efforts to disseminate effective strategies, there are now 1,700. Thirty-six states, Puerto Rico and the District of Columbia now have laws on the books that enable the creation of charter schools. The President's FY 2001 budget includes a \$30 million increase in funding for charters, bringing total funding to \$175 million annually. Today, the President will announce the release of \$16 million in new grants to charter schools and \$121 million in continuation grants. Local charter schools use federal funding for planning, development, and start-up costs.

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

ONLINE WEBSITE CHAT WITH STUDENTS FROM AROUND THE COUNTRY. While at City Academy, the President will participate in a live "Webside Chat," hosted by ChannelOne.com, with middle school and high school students from across the country. In the tradition of President Franklin Roosevelt's Fireside Chats, the President will use the latest technology to communicate directly with students on a range of topics. Last fall, the President conducted his first live Internet chat. He plans to host other "Webside Chats" on other vital issues.

May 3, 2000 FINAL

MEMORANDUM FOR THE SECRETARY OF EDUCATION

Subject: Additional Guidelines for Charter Schools

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

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

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

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

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

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

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

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

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

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

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

Accordingly, because there is still a great deal of confusion about how different entities can be involved in the charter movement, I would like you to work together with the Department of Justice to develop guidelines to be released prior to the 2000-2001 school year to help faith-based and other community-based and business institutions understand the role they can play in the charter school movement. Public charter schools must be non-sectarian and non-discriminatory in their admissions and practices. In addition, as with other public schools, charter 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,

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

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

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

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

Charter School Event in St. Paul, MN

Q&A

May 4, 2000

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

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

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

Q: What does this Executive Memorandum do?

A: The Executive Memorandum asks the Secretary of Education to develop guidelines to help faith-based and business institutions understand the role they can play with regard to charter schools. Public charter schools must be non-sectarian and non-discriminatory in their admissions and practices. In addition, as with other public schools, charters schools should not offer opportunities for the commercial exploitation of its students and/or its mission. However, there are numerous ways that faith-based groups and employers can play a positive role in creating and supporting public charter schools, just as other community organizations do. These guidelines are in addition to existing guidelines for public charter schools and the guidelines for religious expression in public schools that the President released in December.

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

A: There are successful partnerships between public schools and faith communities across the nation in after-school programs, school safety, discipline and student literacy. These range from mentoring programs jointly run by schools and interfaith groups to statewide summits on the role of faith-based groups in college preparation. The guidelines the President released last December highlighted a number of examples. For businesses, there are many examples of school-business partnerships working to help bolster school curricula, train teachers, implement technology effectively, offer mentors and tutors to students, and provide lessons in management and leadership. The President thinks we can do more.

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

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

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

Q: What will the President do at Eastgate?

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

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

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

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

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

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

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

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

EDUCATION REFORM ROUNDTABLE PARTICIPANTS

May 4, 2000

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

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

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

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

John Grossman, President, Columbus Education Association. Mr. Grossman has served as the President of the Columbus Education Association, an affiliate of the National Education Association (NEA), since 1978. John was instrumental in implementing the Peer Assistance & Review Program (PAR) program in Columbus. This partnership, with the Columbus Public Schools and the Columbus Education Association, provides a "coaching/mentoring" program so that successful teachers can help new teachers develop the skills they need to increase teacher

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- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
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- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
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quality. In a system of over 4,8000 teachers, PAR has served almost 3,300 teachers since its beginning in 1986, through the 1996-97 school year. Mr. Grossman is a former Vice Chair for the NEA Commission on the Crisis of the Urban Child, and served on the NEA Legislative Committee for four years. Currently he is a charter member of the TURN Network, on the Holmes Partnership Board, Co-Chair of the Unite Project, and Vice President for the Midwest region for the Holmes Partnership.

Michael B. Coleman – Mayor of Columbus, Ohio. Mayor Coleman took office on January 1, 2000, as Columbus' first Democratic Mayor in 28 years and first African American mayor. Mayor Coleman created the first Office of Education, which works to coordinate the efforts of the city, families and schools to help develop after-school opportunities for children city-wide. Prior to becoming mayor, Coleman served as President of Columbus City Council. Since he was first elected to Council in 1992, he focused his efforts on enhancing the economic vitality of neighborhoods and generating jobs for residents. On Friday, May 5, the Mayor will host an education conference – “The Promise of After-School: A Forum on Extended Day Programs in Columbus” – which will focus on the benefits of extended-day programs in helping schools, parents and communities meet their goals.

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

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

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

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

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

Executive Order

DRAFT
5-2-2000
3:00pm.

ACTIONS TO IMPROVE LOW-PERFORMING SCHOOLS

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

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

Sec. 2. Technical Assistance and Capacity Building. (a) The Secretary of Education ("Secretary") shall work with State and local educational agencies ("LEAs") to develop and implement a comprehensive strategy for providing technical assistance and other assistance to States and LEAs to strengthen their capacity to improve the performance of schools identified as low performing. This comprehensive strategy shall include a number of steps, such as:

- (1) providing States, school districts, and schools receiving funds from the school improvement fund established by Public Law 106-113, as well as other districts and schools identified for school improvement or corrective action under Title I of the ESEA, with access to the latest research and information on best practices, including research on instruction and educator professional development, and with the opportunity to learn from exemplary schools and exemplary State and local intervention strategies and from each other, in order to improve achievement for all students in the low-performing schools;
- (2) determining effective ways of providing low-performing schools with access to resources from other Department of Education programs, such as funds from the Comprehensive School Reform Demonstration Program, the Reading Excellence Act, the Eisenhower Professional Development Program, the Class Size Reduction Program, and the 21st Century Community Learning Centers Program, and to make effective use of

these funds and Title I funds;

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

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

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

(6) providing assistance and information on how to effectively involve parents in the school-improvement process, including effectively involving and informing parents at the beginning of the school year about improvement goals for their school as well as the goals for their own children, and reporting on progress made in achieving these goals;

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

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

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

(10) using a full range of strategies for disseminating information about effective

practices, including interactive electronic communications;

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

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

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

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

Sec. 4. Compliance Monitoring System. Consistent with the implementation of the School Improvement Fund, the Secretary shall strengthen the Department's monitoring of ESEA requirements for identifying and turning around low-performing schools, as well as any new requirements established for the School Improvement Fund by Public Law 106-113. The Secretary shall give priority to provisions that have the greatest bearing on identifying and turning around low-performing schools, including sections 1116 and 1117 of the ESEA, and to developing an ongoing, focused, and systematic process for monitoring these provisions. This improved compliance monitoring shall be designed to: (1) ensure that States and LEAs comply with ESEA requirements; (2) assist States and LEAs in implementing effective procedures and

strategies that reflect the best research available, as well as the experience of successful schools, school districts, and States as they address similar objectives and challenges; and (3) assist States, LEAs, and schools in making the most effective use of available federal resources.

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

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

THE WHITE HOUSE.

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

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 88 percent in writing (second in the state); 5 percent to 70 percent in reading; and 0 percent to 64 percent in science. All across Kentucky, some of the highest performing schools are former low-performing and high-poverty schools.

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 – requiring 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.

Kentucky Student Achievement
Q&A
May 3, 2000

Q: The President cited numbers for Audubon Elementary in his speech in Owensboro, KY. What do these numbers represent?

A: In describing the turnaround story of Audubon Elementary, the President cited their transformation from a “declining” school to a “rewards” school (Kentucky’s terms). Over that time, beginning in 1994, the school went from 12% of students meeting or exceeding state writing standards to 57%; 5% to 70% meeting or exceeding state reading standards; and 0% to 64% meeting or exceeding state science standards. The state is now in the midst of overhauling its assessment system and setting new benchmarks for school performance.

Q: At yesterday’s reading, a figure of 88% was given for Audubon’s score in writing. Why the discrepancy?

A: 88 is actually the writing index score, not a percentage, for Audubon this year. That is a different number than the percent meeting state standards.

Q: The President talks about a Kentucky turnaround. What are the figures for the state?

A: Kentucky instituted its assistance program to help turn around what they termed “declining” schools beginning in 1994. In 1994, they identified 53 schools as being in need of assistance. By 1996, 36 had improved and were off the list. In 1996, they identified another 175 needing assistance. By 1998, 159 (91%) had improved beyond their expected benchmarks. Of the 9 schools that the state identified as being “in crisis,” 8 improved and were taken off the list. Beginning in 1998, Kentucky overhauled its assessment system and set new benchmarks. Thus, no schools or districts have received assistance yet on account of declining student performance. That will begin next year.

Education Reform Tour – Audubon Elementary
Q&A
May 3, 2000

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

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

Q: What precisely does the Executive Order direct Secretary Riley to do?

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

Q: Why is the President visiting this particular school?

A: Audubon is a good example of what can happen when we invest more in our schools and demand more from them. Formerly a low-performing school and one with two-thirds of its students in poverty, Audubon has made substantial improvements in student performance. It was recognized as a National Title I Distinguished School in 1998-1999. The school ranks 18th in student performance among elementary schools across the state. Student achievement numbers are remarkable: the increase in the percent of students who are meeting Kentucky's standards in writing has increased from 12% to 57% in writing; 5% to 70% in reading; and 0% to 64% in science.

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

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

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 Davless 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. This would be a very good visit with the exception of diversity.

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.

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.

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

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.

EDUCATION AND TRAINING

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

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

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

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

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

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

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

\$ 576

- **Higher Standards-Higher Pay for Teachers.** This \$50 million initiative will award grants to high-poverty school districts to help them attract and retain high-quality teachers through better pay and higher standards. Participating teachers would receive immediate pay increases; some would receive additional raises for exceptional work. *partially for per new* *\$50m → \$576*
- **Teacher Quality Rewards.** This \$50 million program will reward school districts that have made exceptional progress in reducing the number of uncertified teachers and out-of-field teachers. The President has proposed requiring states to ensure that 95 percent of teachers are certified and 95 percent of secondary teachers are teaching within field by 2004.
- **Hometown Teacher Recruitment.** This \$75 million program would make students aware of the opportunities available in the teaching profession; provide mentoring and teaching experiences as they progress through school; and provide financial assistance for students who pursue bachelor's degrees with the goal of teaching in high-need communities after graduation.
- **Transition to Teaching.** This \$25 million initiative will build on the success of the Department of Defense's Troops to Teachers program by recruiting and preparing talented mid-career professionals from diverse fields to become teachers in high-need subject areas and high-need schools.
- **School Leaders Initiative.** This \$40 million program will fund non-profit partnerships designed to recruit, prepare and provide professional development for superintendents and principals, and other school leaders to bolster their capacity to lead high-performing schools. Funding would support approximately 20 centers and 10,000 school leaders.
- **Early Childhood Educator Professional Development.** This \$30 million competitive grant program will fund partnerships to help early childhood educators in high-poverty communities obtain high-quality professional development, and improve their capacity to work with young children, particularly on the language and literacy skills that are the foundation for academic advancement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 to highlight critical issues including turning around low-performing schools, school construction, and public school choice. The President will carry 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.

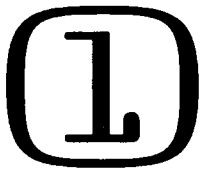
Audubon Elementary: Reaping the Results of High Standards and Accountability. Audubon Elementary in Owensboro, Kentucky is a formerly low-performing school that has turned itself around and was recognized as a National Title I Distinguished School in 1998-1999. This 450-student high-poverty school now 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. Reading and science scores have also increased dramatically, improving from five percent to 70 percent in reading, and 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 15-22. 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 states and districts accountable for 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. 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 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: High-Quality Teachers Helping Students Succeed. Eastgate is an elementary school in the process of turning itself around. There are approximately 200 students at this school, all of whom wear uniforms. 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' Peer Assistance Review program, which the President will highlight. During his visit to Columbus, the President will highlight the issue of teacher quality and the central role that teachers must play in school reform. The Columbus Public Schools have led the way in raising standards for teachers through their Peer Assistance Review program that offers mentors for new teachers and helps struggling teachers improve or leave the profession. The President will also underscore his agenda of investing in proven strategies such as reducing class size, expanding after-school and summer school programs, and raising standards for all students. The Columbus Public Schools are using these strategies to boost student achievement in their lowest-performing schools.



Channel One Network



Attention: Librarians/Media Specialists

IMPORTANT NOTICE

Please copy and distribute to all teachers

**President Clinton will speak directly to students in a live
“Webside Chat” on ChannelOne.com on Thursday, May 4, 2000.**

Webside Chat and Web Cast time schedule:

Eastern: 11am Central: 10am Mountain: 9am Pacific: 8am

Directions: (Also available at ChannelOne.com)

1. During his School Reform Tour, President Clinton will discuss the challenges facing students and schools and answer questions on a variety of topics, including:

- Creating good learning environments
- Making schools an important part of their communities
- College preparation and opportunity
- The role of technology in the classroom
- Improving America's Schools

2. We encourage you to do the following before Thursday:

- Brainstorm with your students about the topics and generate questions for the President. (You can use the worksheet on page 2 to help with this activity.)
- Include the name of the student (FIRST NAME ONLY) or class, your school, city and state with all submissions. (e.g., John, Central HS, Chicago, IL) or the question will not be selected.
- Keep questions concise and focused on the topics. Students' questions will be selected at random.
- To view the web cast, please follow the instructions below. You may not need to download a player but should check before Thursday. The chat will be transcribed for those without the necessary technology.

3. Reminders for the day of the “Webside Chat:”

- Teachers should log onto ChannelOne.com with their classes this Thursday May 4th.
- Questions can be submitted 30 minutes before the “Webside Chat” begins.

4. How to participate:

Software Requirements: Current version (4.0 or higher) of either Netscape Communicator or Microsoft Internet Explorer. RealPlayerG2 (<http://realplayer.com/>) or Windows Media Player 5.0

(<http://www.microsoft.com/windows/mediaplayer/en/default.asp>). If you plan to view the Webcast, you will need to know which player you are using and what your Internet connection bandwidth is (28.8; 56.6; 100k).

1. We suggest that you download a RealPlayer or Windows Media Player prior to the day of the event. The links above take you directly to their sites. It only takes a few minutes!

2. On the event day, to chat with the President, simply go to ChannelOne.com and follow the links for the live chat! There is no registration process.

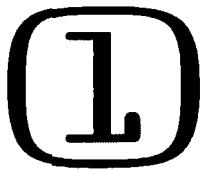
3. The link from ChannelOne.com will bring you directly to the chat auditorium. A link right on the page will launch the Webcast on top of the chat page so that you can view both the Webside Chat and the Web Cast at the same time. You will need to select your bandwidth and video player to launch the Webcast (see requirements above).

4. Now you will be fully prepared to chat, watch the Webcast or view the transcript!

We hope you'll take advantage of this historic event with President Clinton.

Thank you in advance for your cooperation. *Please contact us at 1-800-693-8164 if you have any questions.*

(Page 1 of 2)



Channel One Network

Student Worksheet



"Webside Chat" with President Clinton on ChannelOne.com

Scheduled time: _____

First Name _____

Class _____

School _____

City _____, State _____

Topics of "Webside Chat:"

- Creating good learning environments
- Making schools an important part of their communities
- College preparation and opportunity
- The role of technology in the classroom
- Improving America's Schools

"Webside Chat": A live conversation on the Web using printed text.

Web Cast: Streaming video of the event available on the site.

Sample questions:

1. "President Clinton, "Webside Chats" are just one of many exciting ways to use technology for instruction, but many schools do not have the money for technology. How are you solving that problem?"
2. "Mr. President, a lot of kids in our school are volunteering in our community. Do you have any suggestions for those of us who want to do community service?"
3. "President Clinton, all of us know how important it is to go to college, but many of us can't afford the tuition. How are you making a college education available to all high school graduates?"
4. "Mr. President, what steps can we take to continue to improve America's schools?"

Topic:

Statement to place my question in context:

My question for President Clinton:



ChannelOne.com

May 4, 2000

Log on 30 minutes before the "Web Chat" begins to submit your questions!

4-25-00

THE WHITE HOUSE

WASHINGTON

April 21, 2000

Copied
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00 APR 21 12:37

MEMORANDUM FOR THE PRESIDENT

THROUGH: JOHN PODESTA

FROM: LORETTA UCELLI
JOSH GOTTHEIMER

CC: JOE LOCKHART
BRUCE REED
GENE SPERLING
KAREN TRAMONTANO
MINYON MOORE
STEPHANIE STREETT

SUBJECT: WEBSITE CHAT SERIES

Earlier this year, on the heels of your successful DLC Internet Town Hall Meeting, we proposed a series of online chats -- dubbed "Webside Chats" -- that would allow you to speak directly to the American people via the Internet. By utilizing the latest technology, these chats would offer you the opportunity to target specific constituency groups -- including students, mothers, and older Americans -- to discuss your agenda, accomplishments, and other relevant issues.

To date, you have used the Internet on several occasions as an effective form of communication. In November, you held an online town hall meeting at George Washington University; last Christmas, you purchased gifts online from the Oval Office; in January, you responded to electronic mail following your State of the Union Address; and in February, you gave your first online interview. Following that event, you asked us to propose other online opportunities for you to consider.

After conferring with your press and policy offices, we suggest that you conduct a series of Webside Chats during the next several months. Each chat would be conducted in an interview format, and would address a specific topic. You would be joined by a reporter or media representative who would moderate the discussion, and present you with questions sent by the public via electronic mail. The press office would determine the proper media agency to conduct the online interview, and help recommend the topic, target audience and venue for each virtual discussion.

We would like to schedule a Webside Chat at an elementary school during your School Reform Tour early next month. We are also considering options for other chats, including one on the culture of violence, and one targeted at older Americans. After the first chat, our office, in conjunction with the press office, will determine the best way to proceed.

I. EDUCATION

4-25-00

We suggest you hold your first Webside Chat as part of your School Reform Tour next month. This would offer you the opportunity to address education issues, and to demonstrate the power of technology in the classroom. Your Administration has introduced several initiatives to help connect classrooms and libraries to the Internet, giving them access to information with the click of a mouse. It's time to take full advantage of that progress, by plugging into this network yourself from a charter school, and "chatting" directly with students about college opportunities, interactive learning, and other challenges young people face in their schools and communities.

We propose that the Channel One Network conduct the first interview. Channel One is a cable television and Internet company with programming that reaches 12,000 middle, junior and high schools, 8 million students, and 400,000 educators.

Location/ Date: At a middle school, during your School Reform Tour early next month.

Would you like to hold a Webside Chat during your School Reform Tour? ☒ Yes ☐ No

ADDITIONAL OPTIONS

II. SENIORS

In celebrating the 35th Anniversary of Medicare this July, we suggest you conduct a Webside chat targeted at the senior population. In your online discussion, you could address issues important to older Americans, such as Social Security, Medicare, prescription drugs, and other health care issues.

Seniors are the fastest growing group of Internet users. By providing advice from health advice to safety tips, the Internet offers them an opportunity to easily tap resources that have long been out of their reach.

We suggest that AARP.org, the Internet division of AARP, conduct this online interview. AARP is the largest organization representing the interests of older Americans. AARP.org and its monthly magazine, *Modern Maturity*, have an audience of more than 34 million members.

III. KEEPING FAMILIES SAFE FROM VIOLENCE

As part of our ongoing discussion, we suggest you conduct a Webside Chat on issues regarding the culture of violence. We believe that it would be most effective to target this discussion to mothers, a group that traditionally has been most concerned with the recent rash of violence in our country. The Internet has become an essential tool for mothers, offering them information on parenting, as well as an at-home outlet for research and conversation on child-related issues.

We suggest that Oxygen.com host this interview. Oxygen is the first combined online and on-air network designed to serve women, and therefore would present a logical connection to this issue.

IV. DISCUSSION WITH PRIME MINISTER BLAIR

You have already agreed to conduct an Internet conversation with Prime Minister Tony Blair this summer. The DLC is hosting and organizing the event. The Prime Minister will be online in London, and you will be at a site in Washington, DC. While the topic has yet to be determined, we suggest you address the history and principles of the Third Way, and your vision of democracy in the 21st Century.

in summer
get an interview?

WHITE HOUSE ANNOUNCES SITES FOR PRESIDENT CLINTON'S SCHOOL REFORM TOUR

April 26, 2000

The White House is announcing today that President Clinton will visit schools in four cities during his School Reform Tour May 3 and 4. The President will travel to schools in Owensboro, Kentucky; Davenport, Iowa; St. Paul, Minnesota; and Columbus, Ohio to show what works to close the achievement gap: higher standards, targeted investment, and accountability for results. The visits on the tour will underscore the importance of turning around low-performing schools, supporting charter schools, boosting teacher quality and funding school construction. 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.

Owensboro, Kentucky. The President will visit the Daviess County School District in Owensboro, Kentucky, to highlight his plan to turn around low-performing schools. Under Governor Paul Patton, Kentucky has been a leader on standards-based reform and has successfully intervened to improve many of its low-performing schools through strategies that include extended learning opportunities, a literacy initiative and professional development for teachers. Now, some of the highest-performing schools in Kentucky are high-poverty schools that were once low-performing. The President will call on Congress to support his \$250 million Education Accountability Fund, which provides resources to help states and localities turn around failing schools.

Davenport, Iowa. The President will visit the Davenport School District in the Quad Cities area to reaffirm his challenge to Congress to enact his school construction proposal. Davenport is currently modernizing several of its schools, and the President 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.

St. Paul, Minnesota. Minnesota passed the first charter school law in the country, and President Clinton will visit the state to highlight the success of the charter school movement. When the President was first elected the nation's only charter school was in Minnesota; 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.

Columbus, Ohio. During his visit to Columbus, the President will focus on the issue of teacher quality and the central role that teachers must play in school reform. The Columbus Public Schools have led the way in raising standards for teachers: the district's Peer Assistance Review program offers mentors for new teachers and helps struggling teachers improve or leave the profession. The President will also underscore his agenda of investing in proven strategies such as reducing class size, expanding after-school and summer school programs, and raising standards for all students. The Columbus Public Schools are using these strategies to boost student achievement in their lowest-performing schools. The President's budget includes a \$1 billion Teaching to High Standards Initiative that would support high quality professional development for teachers – including the type of peer review program that the Columbus schools have pioneered. His education accountability bill would require teachers in every state to know the subjects they teach.

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. This would be a very good visit with the exception of diversity.

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.

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.

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

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.

THE WHITE HOUSE

WASHINGTON

April 11, 2000

MEMORANDUM FOR THE PRESIDENT

FROM: Bruce Reed
Eric Liu
Andrew Rotherham

SUBJECT: Education Tour

As you know, we are planning an education tour May 3-4 to highlight your agenda of teacher quality, accountability, investment, and standards-based reform. You can announce this tour this Friday in your speech to the Education Writers Association in Atlanta. This memo describes four events that we recommend for the tour to frame the success of your "demand more, invest more" agenda. For each event, we also are developing policy announcements. That same week, the Education Department has planned a small event to commemorate its 20th anniversary. That will help underscore our progress since defeating the Republican effort to eliminate the Department just five years ago.

Wednesday, May 3 – Teacher Quality and Failing Schools

1. Teacher Quality – Columbus, Ohio. The first event would highlight teacher quality in Columbus, where the local teachers union and the school district have developed an exceptional teacher peer review program. The program provides mandatory mentoring for all newly hired teachers, even those with previous experience, and intervention to help struggling teachers and remove low-performing ones. The program has been in place 12 years and is considered a national model. In addition, Columbus is an excellent place to underscore a number of your top education priorities. The Columbus schools have reduced class size in the early grades, targeted low-performing schools, and recently decided to end social promotion.

As news for this event, we have asked the Education Department to prepare a study of state budget surpluses and teacher salaries to underscore your call for paying teachers more while demanding more from them.

2. Failing Schools – Kentucky. The second event on May 3 would be at a high-poverty, high-performing school in Kentucky. 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.) A number of turned-around schools in Kentucky also have made strong progress the past few years.

This part of the tour would underscore that poverty need not be destiny in academic achievement and that high-poverty schools can and should be high-performing schools. North Carolina and Texas get all the attention on standards and accountability; highlighting Kentucky would put another success story on the map.

We are working with Political Affairs on the right site for this visit in Lexington, Louisville, or a rural area. The possibilities include Leestown Middle School in Lexington, which last year dramatically improved its math scores to reach the average; Iroquois High in Louisville, which has doubled its reading and math scores in the past year, although it still remains below the state average; Summer Shade Elementary in Summer Shade, which doubled its reading scores in one year and is now 17 points above the state average; and Sparksville Elementary in Columbia, which increased reading scores 40 points in one year and is now almost 30 points above the average.

For this event, we are preparing an Executive Order directing the Department of Education to report on the number of low-performing schools in the country and what specifically states and school districts are doing with the resources from your Accountability Fund to assist them. This EO would also direct the Office of Educational Research and Improvement to increase its focus on researching and disseminating effective strategies to fix failing schools and authorize the Secretary to redirect resources to more effectively help states and localities fix failing schools.

Thursday, May 4 – Charter Schools and School Construction

1. St. Paul, Minnesota – Charter Schools. On May 4, we would first visit the City Academy charter school in St. Paul, Minnesota, the first-ever charter school in the country. By visiting it we will highlight both your leadership on charter schools and the phenomenal growth of charter schools during your term. (Coincidentally, May 1-5 is National Charter Schools week.) City Academy serves approximately 100 high school students in a community center and is credited with helping many at-risk students who were failing in their previous school achieve success. For this event, we are working with Channel One to arrange a website chat with several other charter schools around the country.

The other news for this event would be an Executive Memorandum directing the Department of Education to develop and release guidelines for faith-based institutions and leaders in faith communities who wish to open or operate charter schools. These guidelines would reaffirm that charter schools must be non-sectarian but underscore that in order to increase the supply of high quality educational options for disadvantaged students, all sectors of society must be engaged and that faith-based organizations can help strengthen public education in many communities.

2. Quad Cities, Iowa/Illinois – School Construction. We would conclude the tour in the Quad Cities area on the border to highlight school construction and after-school programs. This would further frame your "invest more, demand more" message. Like many communities, schools in the Quad Cities area are experiencing problems with deferred maintenance and growth, and support federal assistance such as your School Modernization initiative to help them address these issues. In addition, as you know, Senator Harkin has been a key supporter of school construction and so an event on the Iowa side of the river would serve to highlight his efforts. A visit late in the day to

such an after-school program would highlight another one of your signature initiatives. We have several reports and announcements that could serve as deliverables at this event.

As with other tours, we will invite a few key national leaders to join you. Our list of possible invitees includes Secretary Riley, Senator Kennedy, and possibly Senator Lieberman, Bob Chase, Sandy Feldman, Al From and/or Will Marshall, Hugh Price, Lou Gerstner, and Bob Schwartz of ACHIEVE. Let us know if you have other suggestions.

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April 11, 2000

EDUC-

TAM

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500C-

DRAFT EO on Failing Schools

As part of the 1994 reauthorization of the Elementary and Secondary Education Act of 1965 and the Goals 2000 Act also passed in 1994 standards and standards-based reform were codified in federal statute. These standards provide clarity as to what students should know, what schools should teach, and they offer a mechanism to hold schools accountable for producing results. During the past 6 years states have used these standards to develop accountability systems to identify schools that are low performing; however, beyond simply identifying these schools more concrete steps must be taken to turn these schools around. To help states and local school districts effectively intervene in failing schools Congress enacted the Educational Accountability Fund in 1999 and appropriated \$134 million to help states and localities turn around failing schools.

must run
after
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Intervening in low-performing schools is a state and local responsibility; however, the Federal Government can and should provide resources and leadership to assist states and local school districts in this endeavor. Accordingly, by the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered as follows:

Section 1. Failing Schools. (a) (1) The Secretary of Education ("the Secretary") in accordance with the Elementary and Secondary Education Act of 1965 and to the extent permitted by law shall within 120 days compile a list of schools identified as low-performing by the states.

(2) The Secretary may enter into agreements with the states concerning the collection of this data and may provide technical assistance to the states to facilitate the expeditious collection.

(3) The Secretary shall make this list publicly accessible and available.

(4) This list shall be updated annually along with an analysis by the Secretary identifying trends in the number of low-performing schools and the causes for such trends including the impact of federal efforts in this area.

Section 2. Education Accountability Fund. (a) (1) The Secretary shall within 60 days of the allocation of funds from the Education Accountability Fund according to PL 106-113 App. D (113 stat. 1501A—245) compile a report detailing the allocation of these monies, intended uses of these monies, and expected results from the uses of these monies.

(2) The Secretary may enter into agreements with the states concerning the collection of this data and may provide technical assistance to the states to facilitate the expeditious collection.

(3) The Secretary shall make this report publicly accessible and available.

(4) The Secretary shall update this report on an annual basis within 60 days of the release of monies under the Education Accountability Fund. Further, annual updates shall include an analysis by the Secretary as to the effectiveness of these monies and progress toward the results identified in the previous year's report.

Section 3. Redirection of Departmental Resources. (a) (1) The Secretary shall take whatever steps, to the extent permitted by law, the Secretary deems necessary to redirect the resources, technical assistance capability, and research capacity of the United States Department of Education to assist states and localities intervening in low-performing schools.

(2) The Secretary may enter into agreements with the states or with individual school districts, to the extent permitted by law, to offer research, technical support, or other assistance as desired by states and local school districts.

(3) The Secretary shall, to the extent permitted by law, work with the Assistant Secretary for the Office of Educational Research and Improvement to ensure that research, and the dissemination of research, intended to help states and local school districts effectively intervene in low-performing schools is the priority of the United States Department of Education.

(4) Within 120 days of this order the Secretary shall prepare a report detailing ongoing efforts and efforts as a result of this order to assist states and local school districts intervening in low-performing schools. This report shall be publicly accessible and available.

Q's---how much data currently exists

DRAFT Executive Memorandum

May 4, 2000

MEMORANDUM FOR THE SECRETARY OF EDUCATION

From: The President

Subject: Religious Guidelines for Charter Schools

One of the great successes of this Administration has been the growth of 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 Minneapolis, Minnesota. Since then, because of strong leadership at the local, state, and federal level, the number of charter schools have exploded and it is now estimated that there are more than 1,700 nationwide. The Federal Government has invested almost \$400 million in charter schools since 1994 and advocates of charter schools credit this investment with helping charter schools develop as rapidly as they have. The Budget that I sent to Congress this year will provide \$175 million for charter schools in FY2001.

Charter schools help address supply side issues around school choice. As opposed to vouchers, which do not substantially increase the number of high quality options available to students in a community, charter schools allow local community groups, teachers, or parents to open public schools that meet their needs. And, as opposed to vouchers, charter schools are publicly accountable schools and help further standards-based reform rather than undermine it.

However, in too many communities, predominantly low-income communities, there is still a dearth of high quality educational options available to students. This Administration has taken landmark steps to help states and localities intervene in failing schools including enactment last year of our Accountability Fund which 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.

It is important that every entity that can play a positive role in school reform is engaged in this process to the fullest extent possible, our nation's children deserve no less. 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 for federal funds--direct grants or federal funds provided through state or local governments-- in an array of social programs on the same basis as other community-based organizations. According to the Office of Management and Budget in FY 1998 just over \$1 billion in federal funds went specifically to faith-based organizations.

For example, states can use their welfare reform funds to contract with faith-based organizations to provide services such as job preparation, mentoring, childcare, and other services to help families moving from welfare to work on the same basis as other non-governmental providers. The 1998 Human Services reauthorization also 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 these efforts and believe we can do more to increase the valuable role religiously-affiliated and community-based organizations play in addressing some of the most important issues facing our families and communities, consistent with the constitutional line between church and state. That's why our budget proposes to increase the involvement of such organizations in after school, housing, community development, criminal and juvenile justice programs, breaking the cycle of teen pregnancy, and promoting responsible fatherhood and helping families move from welfare to work.

Accordingly, I would like you to develop guidelines to be released before the start of the 2001-2001 school year to help faith-based organizations understand the role they can play in the charter school movement. 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. These guidelines would be in addition to the existing guidelines for public charter schools and the religious guidelines for 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. Ensuring that faith-based organizations, a key institution in many economically distressed communities can play a vigorous role in expanding educational opportunities while respecting the separation of church and state is an important step in this direction.

TO: Kris Balderston
FROM: Diane Rossi
Terry Peterson
SUBJECT: Proposal for Possible POTUS Two-day Education Tour
DATE: March 21, 2000

EDUC -
~~EDUC~~ TOUR

PRESIDENTIAL EDUCATION TOUR TO CONNECT WITH BUDGET MESSAGE

We believe that an education tour should reflect the President's education budget message and priorities. We know that the President's budget provides significant investments in key priorities that are essential to our nation's future, like helping to provide urgent repairs for 5,000 schools, and to hire 49,000 qualified teachers in public schools, essential to reducing class size.

Even more than the timing and the type of deliverables, it is important to highlight some of the overall budget themes in certain key areas to hit the point home that the President's budget is in line with what the American people want.

PROPOSED THEMES OF A PRESIDENTIAL EDUCATION TOUR

This education tour could center on the following mainstream messages:

- **School Modernization:** Help local communities go much further in renovating and building needed schools and address overcrowding and offering better technology.
- **Reducing Class Size:** Reduce class sizes, especially in grades 1-3 to a nationwide average of 18 to give children more personal attention and get them on the right track.

Other possible themes to include:

- **Teacher Quality Enhancement:** Help to fund the growing need to recruit better teachers, reward quality teaching achievements, pay higher wages, and provide continuous professional development to prepare teachers to teach a more accelerated curriculum.
- **Expanding After and Summer School Programs:** Help to fund after-school and summer programs with community partners as part of a community school.
- **Reaching and Completing College:** Provide students with the intellectual and financial tools to succeed in college.
- **Reading Excellence:** Help children learn to read well and independently by the end of the third grade.
- **Turning Around Failing Schools** and holding them accountable for poor performance.

TIMING OF AN EDUCATION TOUR

The timing of this tour could be in early May (specifically May 2,3 and 4), when there are already several significant and appropriate events scheduled. Here are some options for school visits and events that the President could host:

OPTIONS FOR THE PRESIDENT'S EDUCATION TOUR

I. SCHOOL CONSTRUCTION EVENT(S):

(A)

What: American Institute of Architects Conference, over 7,000 attendees
Where: Philadelphia, PA
When: already scheduled for May 3, 2000
Deliverable: Release a first time "Citizen's Guide" that is being created to provide a "how-to" manual that provides tips for engaging nontraditional partners in this process.

The POTUS could speak at this event to emphasize the need to invest in the construction of new schools and provide better educational facilities in his address entitled "Schools as Centers of the Community." Secretary Riley is already scheduled to speak, but could then join the President for his speech there.

(B)

What: Second National Symposium on School Design: Schools as Centers of Community, 350 attendees
When: May 3, 2000
Where: Philadelphia, PA
Deliverable: same as above

This symposium will educate approximately 20 state teams, composed of individuals who are responsible for school facilities, about the importance of the design process when building or renovating schools.

II. REDUCING CLASS SIZE EVENT(S):

What: Reducing class size is central to Columbus' efforts to turn around low performing schools, so the POTUS could do an event to highlight this message.
When: anytime
Where: Columbus, Ohio

Columbus has hired 58 new, fully certified teachers with its Class-size Reduction funds. The district placed these teachers in 13 high-poverty, low-performing schools, which reduced class size in grades 1-3 from 25 to 15.

III. IMPROVING TEACHER QUALITY EVENT(S):

(A)

What: The POTUS could address the new teachers who will be entering the Peer Assistance and review Program.

When: anytime

Where: Cincinnati, Ohio

The Peer Assistance and Review (PAR) program, developed by the Cincinnati Federation of Teachers in collaboration with the Cincinnati Public Schools, is an example of how a rigorous peer review system can help to ensure teacher quality in local school districts. PAR has two components--the intern program for all newly hired teachers and the intervention program for experienced teachers who are having difficulties in classroom teaching.

(B)

What: POTUS could address the graduating class of the University of Cincinnati and highlight the importance of developing and recruiting high quality teachers. (Commencement is scheduled for June 9th, this may be a good time to address them if possible. An invitation is not pending)

When: June 9, 2000

Where: University of Cincinnati

IV. EXPANDING AFTER-/SUMMER SCHOOL PROGRAMS EVENT(S):

What: "Stamping the Future" event

When: In early May, the US Postal Service (USPS) will be issuing a new "Stamping the Future" summer education kit. The kit includes, among many history and craft and design activities, the winning designs submitted by 8-12 year-old children around the world for new stamp.

Where: TBD

Deliverable: A new Summer Education kit. The POTUS, with USPS, could make this kit available to every 21st CCLC program (as well to as schools around the country). Right now, USPS plans to make it available sometime on their own, but it could be released together.

Partnership event with the 21st Century Community Learning Centers and the United States Postal Service about "Stamping the Future." This is a new partnership to increase after-school programs on both the national and local levels. The President could speak at this event and encourage more programs like this one to increase the number of schools with successful after-school and summer programs.

V. EXPANDING OPPORTUNITIES TO GO TO COLLEGE EVENT(S):

(A)

What: Chicago GEAR UP Alliance
When: anytime
Where: Chicago, Illinois at any of the schools in the project

This project is the largest Gear UP grant. Student academic improvement is keyed off of improved classroom instruction, after-school enrichment and summer enhancement programs, and teacher development services. Besides mentoring, tutoring, and college counseling, the project will offer education enhancement and computer courses for parents, leading to creation of a project website and tapping into the Chicago Cable Access Network for instruction, teacher development and student interaction, including bilingual services.

Funding Level: FY99- \$3,843,598; total over 5 years- \$31,303,371
Students: 12,085 students served over 5 years
Partners: Northeastern Illinois University (lead school); DePaul University; Truman College; Loyola University; Roosevelt University; City College of Chicago; Chicago Public Schools; Working in the Schools; I Have a Dream Foundation.

(B)

What: Visit to the Columbia College GEAR UP Project
When: GEAR UP grants will be awarded around May 17th, so this date would make for a good time to visit
Where: Columbia College, Chicago, IL

The Partnership serves students in two year-round Chicago schools beginning in grade six. The program is structured into three components: in-school, year-round services designed to emphasize mastery of new college prep curriculum; after-school services designed to reinforce in-school curriculum; and, summer services focused on academic preparation for the coming year and early orientation to college standards and the college experience.

Funding Level: FY99- \$284,044; Total over 5 years - \$3,039,200
Students: Number of students served over 5 years – 1,360
Partners: Columbia College Chicago; The Academy of Communications and Technology; Chicago Public Schools; Working in the Schools (WITS)

VI. READING EVENT(S):

(A)

What: The International Reading Association is having their major conference
When: Indianapolis, IN
Where: April 30-May 5th
Deliverable: (Possible). Could release a Title I document(s) that gives a checklist for teachers/schools on seeing if they meet up with standards so to speak found in Preventing Reading Difficulties study.

(B)

Other possible presidential events could take place at the following sites, which have effective reading programs.

- Northwestern University Evanston, IL has a great program—112 tutors
- The Eastern Michigan Program in Ypsilanti, Michigan – has 72 tutors
- University of Michigan – has 120 tutors.

OTHER SIGNIFICANT EVENTS TO CONVEY PRESIDENT'S EDUCATION MESSAGE

I. U.S. DEPARTMENT OF EDUCATION 20TH ANNIVERSARY EVENT:

What: A celebration and anniversary of American education and event could highlight the importance of education.
Where: U.S. Department of Education, Washington, DC
When: May 4, 2000

Secretary Riley is already scheduled to speak at a noon event marking the 20th anniversary of the Department. The event will be folded into an all-day cultural fair, sponsored as part of the Department's race initiative activities, and featuring youth choirs, dance groups and workshops.

II. BUSINESSES AND PARTNERS IN EDUCATION 2000 EVENT:

WHAT: 5,000 educators, business representatives, and community leaders from across the country are gathered together to talk about the importance of involvement in education. This would be a spin-off event of the **Raising Responsible Teenagers Conference** earlier that day in Washington and would continue the message of this conference.
Where New York, NY – Museum of Modern Art
When: in the afternoon of May 2, 2000