

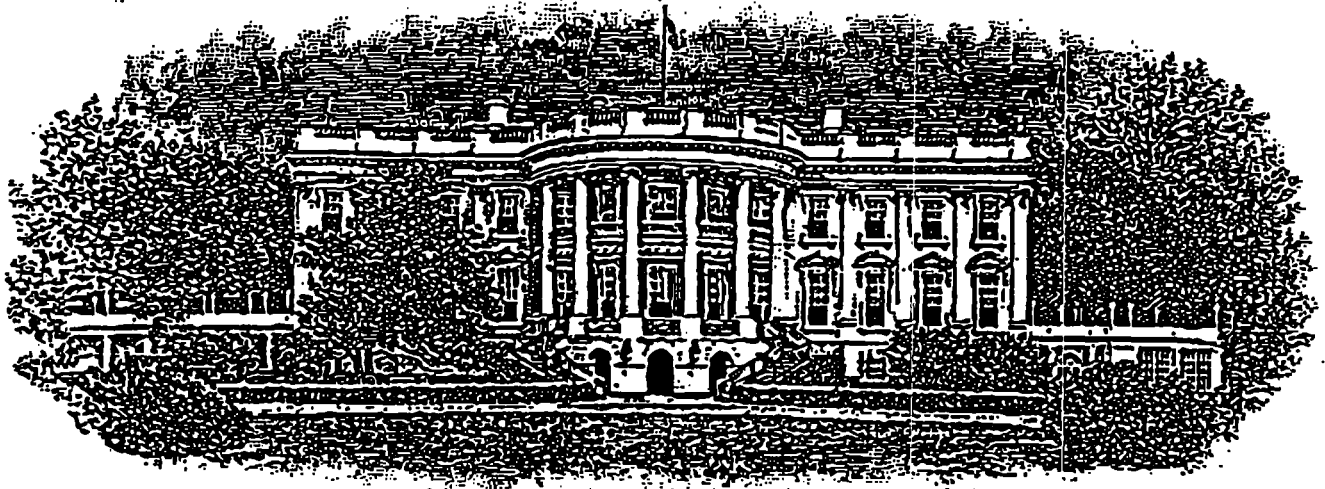
Bill
Kincaid
Room 5142

This memo did not go
to anyone at the WH other
than Mike Cohen.

—

Mike Cohen

The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO: Mike Smith

FAX NUMBER: 401-3095

TELEPHONE NUMBER: _____

FROM: Mike Cohen

TELEPHONE NUMBER: _____

PAGES (INCLUDING COVER): 12

COMMENTS: Please contact Jennifer Bazzell in case of incomplete transmission (456-5603).

Thank you.

Bruce obliged to get 12-18 months start term objectives deliver report with detail

OVERVIEW OF EDUCATION STRATEGY

Fourth Issue

1. NATIONAL STANDARDS OF ACADEMIC EXCELLENCE

Short term objectives:

- 1. 40+ states signed up to administer 4th and 8th grade tests in 1999
 - o 20+ states signed up by end of 1997
- 2. Tests are piloted in 1998, and available for nationwide use in Spring 1999
 - o Contract for test development awarded and work proceeding on schedule
 - o Licenses given to test developers, etc
- 3. National Partnerships/Mobilization efforts in place, by the end of 1997, for helping students reach standards for 4th grade reading and 8th grade math
 - o X states have comparable efforts in place by end of 1997

National attention focused on small number of high quality, challenging and widely accepted national standards in other grade levels and subject areas

- 5. Increase in the number of states and school districts that:
 - o reward high performing or improving schools, and intervene in schools that are persistently low performing [set target]
 - o require students to meet standards before moving from one school level to the next [set target]

6. Develop proposal/options for Presidential consideration for approach to national testing at high school level

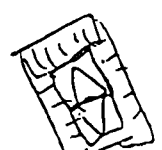
POPs work to go beyond work to look at MS - should do a decision memo on the 2nd price

will pull RP to the side



Miss SA
T-1-1-1

Sket - push effort on higher reading



Make math book not out

in ch - Council for Mobilizing

2. TALENTED TEACHERS IN EVERY CLASSROOM

Short term objectives:

Big conference on teaching / preparing teachers in the Spring

1. Secure appropriations for National Board for Professional Teaching Standards

2. Introduce ^{new} legislation (as part of Higher Education Act reauthorization) to strengthen teacher preparation, recruitment and induction

100,000 Teachers for next dec. NTSSB Act.

3. Increase the number of states and school districts that effectively reward excellence in teaching and remove incompetent teachers quickly and fairly [set target]

Get short term targets for

OR

strategy

o Identify and highlight effective approaches to rewarding excellence in teaching, and removing incompetent teachers

4. Identify and highlight proven, effective programs for professional development. Doing more prof dev.

OR

o Increase the number of states and school districts that use proven, effective programs for professional development

OR

o Increase the extent to which federal resources for supporting professional development (Eisenhower and Goals 2000) are used to implement proven, effective programs.

XV state reqs. foreign certificate with licensing requirements with perform assess per hour to pass cert to assess

MS intention to require that PD be linked to state standards.

3. AMERICA READS CHALLENGE

Short term objectives:

- 1. ^{Introduce} Enact America Reads Legislation
- 2. Secure commitments from higher education and other sectors for xxxxx reading tutors by 199y
- 3. [Launch America Reads grassroots community partnerships in xx states [tie to state sign-on to national testing]
- 4. Identify and promote proven, effective approaches to early reading instruction, and encourage their use in Title 1
- 5. Disseminate good, clear examples of "reading to national standards" widely to parents, teachers and public.
- 6. [Parents and pre-school objectives identified in next section on early learning]

try to
have
place of
the sign
to the
book

NCTM wants to put
town meeting together
NCTM has way to
go.

Grassroots / Scientific
Community

4. EARLY LEARNING

Short term objectives:

- 1. Secure increased appropriations for Head Start
- 2. Enact ^{and} Parents as First Teachers component of America Reads Challenge, and coordinate implementation with related efforts, including Goals 2000 Parent Resource Centers, Even Start, and ED Family Involvement Partnership
- 3. Promote awareness of importance of early brain development and early intervention, through White House Conference on Early Brain Development and coordination with Rob Reiner campaign

Ted Sanders

[need to incorporate VP conference on Families and Learning someplace]

Dissemination

5. CHOICE AND ACCOUNTABILITY IN PUBLIC EDUCATION

Short term objectives:

1. Increase the number of states with charter schools legislation from 25 in 1996 to 30⁴⁰ by the end of 1997.
2. Increase the number of charter schools from xxx to yyy by the beginning of the 1997 school year. ⁵⁰⁰ ⁷⁰⁰ _{1000 by Fall of 98}
3. Secure \$100 million appropriation for charter schools program
Now states should have the states
4. Focus attention of policymakers, advocates and educators on key issues in the development of charter schools, including:
 - o effective approaches to starting and supporting charter schools
 - o the importance of strong accountability provisions for charter schools
 - o effective ways of using charter schools to stimulate and inform improvement of all schools
 - o use of charter schools as one tool in intervening in low performing schools
5. Increase in the number of states and school districts that:
 - o reward high performing or improving schools, and intervene in schools that are persistently low performing [set target]
 - o require students to meet standards before moving from one school level to the next [set target]

Districtwide choice models

*MS - should be some on accountable
MC - significantly about intervention*

6. SAFE, DISCIPLINED AND DRUG-FREE SCHOOLS

Short term objectives:

- 1. Increase the number of school districts which require expulsion and police notification if weapons are brought to campus
- 2. More effectively focus Safe and Drug-Free Schools Program funds on proven, effective practices for increasing safety and reducing drug use.
- 3. Secure funding for community schools initiative, and increase the number of schools open in evenings and weekends to provide safe haven and increased learning opportunities from xxxx to yyyy.
- 4. Something on character education????
- 5. Increase in the number of high school students involved in service

OR

Increase in the number of states and school districts that require service for high school graduation

OR

Increase in the number of states and school districts that encourage and provide opportunities for service by high school students

Increase the number of smaller, personal learning environments.

7. SCHOOL CONSTRUCTION

Short term objectives:

1. ^{Introduce} Enact School Construction legislation
2. Establish clearinghouse on school construction issues

Done by July 1

8. OPENING WIDE THE DOORS TO COLLEGE

Short term objectives:

- 1. Enact HOPE Scholarship and tax proposals
- 2. Enact Pell Grant increase and expanded eligibility
- 3. Enact Presidential Honors Scholarship
- 4. [Increase the number of states establishing HOPE scholarships, pre-paid tuition plans, or other measures to make college more affordable for lower- and middle-class families [set target]]

*In the nation comparison - college accessible
to all*

9. LIFELONG LEARNING

Short term objectives:

1. Expand School-to-Work implementation to all 50 states by 199x.
2. Develop and enact legislation to consolidate federal job training programs and provide individual skill grants

Education

Bruce: This is an example of what each component will look like, drawn from the document we did for last Thursday.

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Key strategies:

- ▶ **Enlist critical mass of states and cities behind standards/testing initiative**
Initial target states for standards/testing: Maryland, Michigan, Colorado, North Carolina, Delaware, California, Ohio

Initial target cities: Boston, Philadelphia, Chicago, Seattle, Houston, Washington D.C.

- ▶ **Gain endorsements from key constituency groups to promote national efforts and to promote state and local participation:**

Target Constituency Groups: AFT, NEA, PTA, School Principals

and School Administrators, National School Boards Association, Chief State School Officers, Urban League, Business Coalition for Education Reform (e.g., BRT, NAB, Chamber of Commerce, NAM)

- ▶ **Highlight Promising National, State or Local Standards in a range of subjects and grade levels**

Highlight states, school districts, schools or significant projects that reflect high standards in reading and math, or high or improved student performance in 4th grade reading or 8th grade math.

- ▶ **Generate Favorable Editorial Coverage (with a focus on standards/testing initiative)**
Encourage favorable op-eds from bipartisan opinion leaders (e.g., Ravitch, Price)

Encourage Secretary Riley and appropriate senior WH and ED staff to meet with editorial boards while traveling over the next few months.

- ▶ **Use Announcements of Grant Awards, Reports and Studies to highlight Priority Issues**

Announce results of existing NAEP and TIMSS tests. Launch test development with teachers advisory committee.

Events/Activities for standards and tests, education reforms

February:

- Release National Assessment of Education Progress national math scores at event in Michigan, and gain endorsement of Gov. Engler for testing proposal. Other principals can simultaneously visit other states with high scores or significant gains (Maine, North Carolina)
- Presidential Directive to OSTP, ED and NSF and other agencies, to ensure that executive branch resources to support math and science education are focused nationally on preparing students to meet 8th grade math standards, and to coordinate national mobilization of scientific, mathematical and technical communities in support of preparing students to meet 8th grade math standards
- Presidential Directive to Department of Defense Dependent Schools to participate in NAEP/TIMSS and to begin preparing students to meet those standards

March:

from who they are to whom they can be." *The Los Angeles Times* (2/5) agreed the president's decision to make education his No. 1 priority for the next four years "makes eminent sense." *The Washington Post* (2/6), though mixed, allowed that "Mr. Clinton currently is in about a strong a position as he is ever likely to be to achieve important results."

Generally, educators have been supportive, though some warn the President's plan sets too ambitious a schedule. President Clinton's post-SOTU trip to Georgia and following visit to the Maryland state legislature generated positive press and, according to Secretary Riley, genuine excitement about and commitment to the President's plan. More recently, however, economists have specifically criticized the Hope scholarship and the 10,000 tuition tax deduction [e.g., Robert Samuelson, *The Washington Post*, February 12, 1997]. Some legislators argue rather than provide funding for the 10,000 tax deduction, even more money should be [geared] toward Pell Grants.

For our strategy to be successful, it must reflect thoughtful consideration of and appropriate responses to such expressed concerns both plausible and unlikely. For example, we probably need to do a better job of persuading doubters that the B-grade requirement of Hope will not impose burdensome additional administrative responsibilities on the IRS. And, while we clearly believe our goals *should* be ambitious, we must be careful not to over-promise our ability to see realization of our aims.

Our proposed strategy is presented in a five-point outline for each of the ten points in the President's plan plus family/parental involvement and urban education. The outline begins with an overall strategy/goals for the issue area generally (I), and includes a grass roots strategy for accomplishing the goals (II), a legislative strategy where appropriate (III), a public relations strategy (IV), and a prioritization of initiatives and/or events for the President, Vice President, First Lady, and Mrs. Gore (V). We have also provided calendars reflecting previously established events/opportunities corresponding to each issue area.

Academic Standards of Excellence

"Set rigorous national standards, with national tests in 4th grade reading and 8th grade math to make sure our children master the basics."

I. Overall Strategy/Goals (for Voluntary National Tests: Math and Reading)

Over the next two years, we must create a dedicated movement across the nation to improve math and reading education using the results of TIMSS and exemplary models for reading instruction. Our short term goals might include: (1) by September 1997, every interested state would have the opportunity to sign up to participate in the 4th grade reading and 8th grade math tests; (2) by September 1997, an agreed-upon number of regional meetings and seminars will have been held together with partner groups to inform them of indicators for teaching middle-school math for TIMSS; and (3) by September 1997, materials about the NAEP reading frameworks and model reading programs circulated to x-number of educators across the country.

←
 → June 1997
 ↗

Goal
 By 1999
 Senior officials should be out in the program kids so to build or their facts!

II. Grass Roots Strategy

- ▶ targeted meetings with state officials scheduled to brief them on the testing options;
- ▶ broad distribution of TIMSS materials planned (separate strategy to be attached);
- ▶ working in coordination with the America Reads initiative, coordinate outreach to reading teachers across the nation;
- ▶ identify key constituency groups nationally and region by region to build support for the initiative;
- ▶ plan meetings and events with these groups for SRR, Secretary and other Senior Officer involvement.

Add:
 ① work with already established groups such as R & M, Parent, Int. ...

III. Legislative Strategy

- ▶ brief key Members of Congress on the initiative. Provide information on the initiative and letters of support from Business Round table and others such as Governor Engler;
- ▶ develop NAEP reauthorization strategy; and

get down and collect with
 what truly
 effort

~~copy~~
 ② overall strategy will depend on people believing that the test is a good idea (now 83%) > go

[Handwritten signature]

- ▶ develop 1999 budget justification for testing increase.

IV. *Public Relations Strategy*

- ▶ schedule editorial board meetings across the country about the 10 point agenda and the testing initiative;
- ▶ schedule press events to build support for the initiative.

→ ~~Ad~~
K

V. *White House Involvement/POTUS Events*

- ▶ events scheduled with three additional state legislatures to build public support for the testing initiative. (Suggestions: MO, WA, CO);
- ▶ organize national forum on the results of TIMSS and implications for math teaching. President/First Lady convene the forum. Down-links planned across the nation;
- ▶ hold event with President Clinton when a core number of states sign up to participate in the reading and math test. The event would be focused on encouraging more states to sign up.

Teacher Excellence

“Make sure there is a talented and dedicated teacher in every classroom.”

I. Overall Strategy/Goals

It is intuitive that our children won't learn to high standards if our teachers don't teach to high standards. It has been difficult, however, to create excitement about and support for the notion that teachers also need help to provide higher-quality teaching – that their skills must be upgraded. The challenges we face in sustaining and upgrading the quality of our teachers are complicated by the fact that two million teachers will be needed over the next ten years to replace retirees and accommodate rapidly increasing student enrollment. However, that vast recruiting efforts will be needed presents a great opportunity to help ensure teacher quality.

Thus, it is imperative to try to focus sustained public attention on issues that impact teacher quality and motivate states and communities to take actions that will ensure that every child has access to a caring, competent, and qualified teacher. Any effort to improve education standards will be unsuccessful unless we are successful in bettering our teachers. The reauthorization of the Higher Education Act provides a forum for advancing a significantly different vision of teacher preparation.

II. Grass Roots Strategy

The following current activity is already going on at the state and local levels: (1) INTASC (Interstate New Teacher Assessment and Support Consortium) – developing performance-based assessment for the initial licensing of teachers; (2) National Board for Professional Teaching Standards – establishing voluntary standards for highly accomplished teaching; many states and districts are providing support for teachers to undergo the rigorous procedure to become board certified; (3) NCATE (National Council for the Accreditation of Teacher Education) – establishing standards for Colleges of Education that will be recognized as a voluntary national accreditation system; (4) PRAXIS – designing tests of content and professional knowledge for prospective teachers that states may use to screen candidates; (5) Holmes Partnership, the Center for Educational Renewal, the Renaissance Group and others – partnerships between higher education and K-12 schools to reform teacher education; (6) National Commission on Teaching and America's Future – issued a major report on teacher quality in September and is working in partnership with 12 states who have committed to implementing the recommendations of the Commission. They are designing a policy inventory that states can use as a starting point to develop a comprehensive strategy to improve the quality of their teaching force.

→ Need Goals
A

this is needed

National
has been intended

Secretary's Conference
in Spring

Both Department and White House officials can use the "bully pulpit" to hit these issues hard in major speeches and visits to exemplary sites. Specifically, we should:

- ▶ provide state and local leaders with information on federal resources that are available to address these issues (we have a matrix already developed. It will go out to state and local leaders in the next few weeks. Goal 4 book is already out that provides information on resources available for professional development from all federal agencies.); ✓
- ▶ identify promising practices (a publication is being prepared at this time that describes the most promising practices in each area of the President's Directive on excellence and accountability in teaching. April is the target date for completion); ✓
- ▶ fund the development of standards and assessments for teachers and teacher education programs (we have requested \$21 million per year for the next five years for the National Board for Professional Teaching Standards to complete the development of their assessments and to help defray the cost of teachers going through the process.); ✓
- ▶ create a Teacher Policy Center to serve as a resource to policy makers by examining state policies around teacher quality and sharing "lessons learned" with states interested in making policy changes that will strengthen the teaching profession (OERI will be announcing this priority soon and has committed \$1.5 million); 5 year ✓
- ▶ create a Partnership for Excellence and Accountability in Teaching. This partnership will consist of a variety of member entities that will launch a focused, coordinated, comprehensive national effort to support and sustain long-term improvements in teaching and learning. The Partnership will tie knowledge to application to dissemination while continuing to push the envelope on professional development research (OERI will announce this competition soon and will commit \$4 million in FY97.); 5 year ✓
- ▶ continue the National Awards Program for Model Professional Development which identifies and disseminates exemplary sites that have made the link between professional development and improved student achievement (we recently identified five schools and districts that have done this. We have \$250,000 from FY97 FIE money committed to continuing this program);
- ▶ rewrite and fund Title V of the Higher Education Act – the reauthorization ✓

→ Target 105,000 teacher cert. by 2006 - 100,000 applied by 2000

Event for in urban schools at NYC, like Cincinnati

will take place this year. The Department is proposing to focus Title V on the recruitment, preparation, and induction of teachers;

- ▶ increase funding to the Eisenhower Professional Development Program (we have requested \$360 million in FY98, an increase of \$50 million); *highly likely w/ stars*
- ▶ conduct research on recruitment, preparation, induction, and professional development programs; there is little data on the most effective programs (this is being addressed partially through the OERI initiatives; more should be done.); and
- ▶ model for states and communities the importance of using teacher and principal expertise in developing policies and programs to address teacher quality (we should share with others all of the initiatives we have undertaken like the Teacher Forum, the Teacher Listserv, the Database of Exemplary Teachers, the Adopt-a-Teacher Program, the Shadowing Program, our focused discussion groups with practitioners, and our teacher and principal in residence);

III. Legislative Strategy – Not Applicable

IV. Public Relations Strategy

There are a number of ways in which we can engage the public in the crusade to better our teachers. We could:

- ▶ issue an annual report card on the progress states have made on measures of teacher quality to constantly refocus the public and policy maker's attention on these issues;
- ▶ conduct high profile visits to exemplary sites; participate in major teacher conferences, the Teacher of the Year ceremony, announcement of Nationally Board certified teachers, Washington celebration of Sallie Mae Outstanding First-Year Teachers, etc., (see attached list of opportunities attached); and
- ▶ launch a media blitz on these issues focused on the education press.

V. White House Involvement/POTUS Events

The First Lady may be particularly effective in advancing this initiative. Teacher issues are a natural extension of the First Lady's early childhood development concerns and were an important part of The First Lady's "Village" message. At her most recent

address, the First lady was specially praised for her ease with and understanding of these issues. Opportunities for the First Lady are attached at Tab 12 but they include national forums like the National Teacher of the Year event, the Presidential Math & Science Awards, Presidential Scholar - Distinguished teachers. The First Lady might also help raise the profile of the issue by participating in the Department's Teacher Shadowing Program, America Goes Back to School events.

with elementary school personnel and literacy serving organizations in college communities to form coalitions to utilize the college work study students; (3) working with the health serving professionals, nutritional organization, early childhood educators, parent organizations, faith community, community based organizations and their national counterparts, and the corporate sector, produce a multi-media outreach campaign to educate the public on ways they individually and collectively can assist in the healthy development of children from the pre-natal period forward.

II. Grassroots Strategy

- ▶ Plan regional meetings cooperatively with CNS, Department of Education regional personnel and as appropriate other federal agency personnel to show examples of successful programs;
- ▶ enlist entities from every sector to service as volunteer tutors or mentors to new parents;
- ▶ seek to work with local welfare reform efforts.

HHS

III. Legislative Strategy

[To be provided]

IV. Public Relations Strategy

- ▶ Speak to as many national and regional organizations/forums as possible about the goals and rationale of the America Reads Challenge;
- ▶ schedule press events to show by example the type programs which promote the growth outlined in the goals;
- ▶ provide technological opportunities for input and outputs (web pages, list serve opportunities)

V. White House Initiatives/POTUS Events

See Calendar attached at Tab [].

Key
Ment

Mon: Back to full cabinet
→ Build a RWN
→ use IRA
→ use ASCD

→ Develop new
read's center of
OFAI
→ Develop basic
read's agenda

→ Distribute materials to parent
in what we need to
read's initiative.

→ Work with teacher
groups

→ Change Title I
Key to learn
Service /
CPB

~~Handwritten signature~~

Public School Choice/Charter Schools

"Expand choice and accountability in public education."

I. Overall Strategy/Goals

II. Grassroots Strategy

III. Legislative Strategy

IV. Public Relations Strategy

V. White House Initiatives/POTUS Events

① ~~list~~ list

5. choice
Issue document
out by principles of
school choice

6. Visit districts or states
where P.S. choice
strategies are
prevalent

- MN
- esp. districtwide choice
- schools w/in school
- public post-secondary choice.

Charter
1. ~~Time~~ ~~app~~

2. Tie program
close to
state's
leg or
reg

3. Be ~~the~~ ~~best~~ disseminate
info for
local policy
makers on
account
char schools.

Association

visit Atlanta
school that ~~is~~ ~~down~~
reop on EB
u/ computer - retain
teachers

4. POTUS event to
highlight well-known
charter prep -
school visit
the roundtable
discussion =

Safe Schools

"Make sure our schools are safe, disciplined and drug-free,
and instill basic American values."

I. Overall Strategy/Goals

The overall goal – to help ensure that all schools are safe, disciplined, and drug-free by promoting the development and implementation of effective drug and violence prevention programs – becomes increasingly more imperative as our schools become increasingly more violent. Thus, it is important that our effort actually attempt to change attitudes of children, youth, and their families about alcohol and drug use, and violent behavior, including the need for carrying guns.

Our short term goals include the following that (1) by the end of the 1996-1997 school year all LEAs (receiving ESEA funds) will have policies requiring the expulsion for a year of students who bring a gun to school; and (2) that by the end of the 1996-1997 school year all LEAs (receiving ESEA funds) will have a policy requiring notification of law enforcement of all incidents where a firearm is involved; and

Longer term goals should include that:

- ▶ rates of alcohol, marijuana and tobacco use in schools will continually decline;
- ▶ the percentage of students who are offered illegal drugs at school will continuously decline;
- ▶ the number of firearms and other weapons carried to school will decline;
- ▶ the number of students who don't go to school because they feel unsafe will continuously decline;
- ▶ the number of criminal and violent incidents in schools will continuously decline;
- ▶ the number of school-associated violent deaths will decrease;
- ▶ student disapproval of drug use will increase;
- ▶ the number of students who use alcohol or drugs, or engage in violent behavior will decrease;

*(We need a much stronger strategy to
meet the problem. All our previous
had work!)*

- ▶ the number of schools who use "research-based" prevention programs will increase significantly; and
- ▶ the number of schools that involve students, parents, and community groups in the planning and development of drug and violence prevention will increase. By the year 2000 all schools will do this.

II. Grassroots Strategy

- ▶ work with 2-4 urban/suburban schools districts to assist them in reviewing their use of SDFS programs; and
- ▶ hold meeting of Urban School School Security Officers, to identify promising programs and promote the use of effective violence prevention strategies.

III. Legislative Strategy

As you now, the Safe & Drug-Free Schools program has been alternatively popular and unpopular on Capitol Hill. No doubt, however, increased incidents of crime in and around schools and rising drug use among younger students help remind legislators that no matter what our other efforts, we simply cannot educate our children in unsafe environments. Still it is key to keep members informed of successful programs funded by this program and other administration-initiated efforts like urging more schools to adopt school uniform policies and communities to adopt and/or enforce truancy laws. Accordingly, a legislative strategy must include:

- ▶ regularly briefing key members of Congress on actions ED is taking to meet our goals; and
- ▶ publish and finalize "principles of prevention." Principles to be used as part of FY 1998 Appropriations to improve the quality of prevention programs being funded by States and Local education agencies.

IV. Public Relations Strategy

Schools, parents and communities already are finding useful ways to provide safe conditions for school children including teacher training to help deal with violence, after-school programs. As President Clinton often says, there are no problems that aren't already finding solutions somewhere in America. The following three strategies could help center appropriate attention on this issue:

- ▶ hold national conference highlighting " Prevention Programs that Work;"
- ▶ put information on effective prevention strategies on ED/SDFS web site; and
- ▶ hold meeting of Urban School Security Officers, to identify promising programs and promote the use of effective violence prevention strategies.

V. *White House Initiatives/POTUS Events*

- ▶ President Clinton could participate in event announcing the release of the Parents Guide, March 3, 1997;
- ▶ The President, Vice President, First Lady and Mrs. Gore all could make several visits to schools and call upon them not only to do something to make schools safe but to do the "right thing." The theme of accountability needs to be sounded loudly by all; and
- ▶ the Department anticipates identifying schools that have developed effective drug and violence prevention programs. The schools will be recognized annually, the first group of which are to be recognized in Summer 1998. Either of the principals could participate in this event.

School Construction

"Modernize school buildings and help support school construction."

I. Overall Strategy/Goals

Public sentiment appears to recognize the need to significantly improve the physical infrastructure of America's schools. Our proposal which would help spur at least \$20 billion in new school construction through spotlighting the problem of deteriorating and overcrowded schools and subsidizing local bond issues goes some distance toward meeting this challenge. However, compared to other education-related initiatives, school construction seems to have the least momentum at this point.

Accordingly, the short term goal of securing passage, by 1997, of legislation that meets Administration's aims and provides sufficient funding is probably critical to the success of this initiative. By 1998, we should seek to provide high quality information on range of school construction issues (e.g., financing, energy efficiency, integrating technology infrastructure) to states and districts through an ED-funded clearinghouse.

Long term goals might include: (1) within 1 year of passage of legislation, x states and x districts have initiated new school construction bond issues raising \$xxx for school construction; (2) within 5 years of passage, x states and x districts have initiative new school construction bonds raising at least \$20 billion; and (3) at least x% of all upgraded and new facilities are built reflecting current knowledge about state of the art school construction, including cost-effectiveness and energy efficiency.

II. Grassroots Strategy

▶ to build public awareness of the importance of school construction and the limited availability of federal subsidies in order to spur immediate state and local action; and

▶ the provision of high quality information through Clearinghouse. Clearinghouse (to be published Feb. Spring)

III. Legislative Strategy

Brief key members of generated local support for initiative in variety of constituency groups (education, parents, state and local government, investment banking).

IV. Public Relations Strategy

▶ Ed board meetings on 10 point plan and construction in particular;

→ Goal → to spur interest and
make a solid contribution. ←

- ▶ generate Press events; tie our proposal to local stories regarding overcrowding and dilapidated schools via visits of Administration officials and work of SRRs.

V. White House Initiatives/POTUS Events

- ▶ visits by POTUS, FLOTUS, VP to communities that would be particularly assisted by the legislation (e.g., Chicago with very dilapidated schools; Miami with very overcrowded schools);
- ▶ announcement of award of clearinghouse contract;
- ▶ Applauding good news by highlighting states or districts that have managed to pass big bond issues with lots of community and business support.

Higher Education – Part I

See Dirina
about the
the
but
now
go on!!!

↑

“Open the doors of college to all who work hard and make the grade, and make the 13th and 14th years of education as universal as high school.”

I. Overall Strategy/Goals

For principle #8, Opening Wide the Doors of College, there are two overarching goals. The first goal is to ensure that the 13th and 14th years of education are as universal as the first 12 are today. The second is to ensure that college is affordable for all Americans.

The higher education strategy is part of a three-pronged approach that began with the introduction of the tax proposals in 1996, and has continued with the 1997 budget proposal which includes these tax initiatives, and will be further emphasized in reauthorization. Since the overarching goals are part of the balanced budget proposal, our number one short-term goal is to assist in passing the budget.

In addition, we hope to roll out our reauthorization proposal in late spring. This will provide another opportunity to advance our goals. Regardless of what happens in the budget, our proposal will have to be complimentary of the ideas advanced in the President's budget.

II. Grassroots Strategy

Much of the work here has already begun. The appeal of the HOPE tax credit and the \$10,000 deduction is very attractive to every parent of a college student. Therefore, we have our supportive base. Most of the activity at the grass roots level then may be generated by the opposition since some see our efforts as "going after" the excess profits of the guaranty agencies.

III. Legislative Strategy

Appropriations and budget committee members have already been briefed on our proposals, but more targeted briefings need to occur for other key members and staff. The Secretary is to testify on the education budget on February 27th in the Senate and David testifies in the House on March 12th.

Critical to our success in the short-term is the need for legislation to go to the Hill and the need to make public the impact of our proposals. The higher education community is sophisticated and will not support our positions without determining precisely how they impact the institutions they represent.

IV. Public Relations Strategy

The PR work is well underway. To date, a number of Department officials have had interviews, given speeches and have participated on panels. In addition, there have been meetings with college presidents, students, and representatives of the higher education community. These are on-going, but need to have a more focused approach. Once the distributional analysis of the tax proposals is made public, we should ensure that it is widely distributed and do another series of interviews.

The PR campaign should be closely connected to the initiatives and events we suggest for the POTUS, VPOTUS, and FLOTUS. Overarching goals of a PR strategy should be targeted to utilizing the many constituencies in the higher education arena: traditional and non-traditional students; financial aid officers; trustees; college presidents; and parents.

V. White House Initiatives/POTUS Events

From a higher education perspective, commencement provides a natural stage for amplifying our initiatives. OPE has forwarded our suggestions to Regan for the Secretary's 1997 commencement schedule. We can do the same for the POTUS, VPOTUS and FLOTUS or if they prefer, we can simply vet the schools from which they have received invitations and make recommendations. For example, the FLOTUS is always well-received at campuses where there are strong women's groups. In addition, commencement addresses provide an incentive for schools to begin participating in Direct Lending.

Finally, at every higher education association event, the highest level person should be addressing the group. To some extent this is already occurring within the Department. The Secretary has addressed the National Association of Independent Colleges and Universities and the Christian College Coalition and is going to address the American Council on Education (ACE) and the Community College Association. The POTUS is also expected to address ACE. The POTUS would be well-received at the Association of Governing Boards at Universities and Colleges, a group that represents college trustees. Their annual meeting is April 12-15 in San Diego.

Higher Education – Part II

“Help adults improve their education and skills by transforming the tangle of federal training programs into a simple skill grant”

I. Overall Strategy/Goals

The goal of Learning for a Lifetime is to increase literacy levels of the 34 million adults age 16-64 years of age who read at or below the 5th grade level; increase the number of adults with a high School diploma or equivalent; increase English-proficiency levels among adults for whom English is a second language. Short-term goals include: (1) increasing access to adult education and literacy services through Crossroads Cafe TV series and other in-home and distance learning options; and (2) increasing the number of family literacy, workplace literacy and citizenship literacy programs for adult learners.

Long term goals might include: (1) supporting the development of basic and intermediate skills certificates that signify what adult learners should know and be able to do; (2) ensuring that all states have results based accountability systems for their adult education programs; and (3) ensuring that 80% of the participants in federally-supported adult education and literacy programs achieve either a basic, intermediate or high school completion certificate.

Overall strategies include; (1) working with states and PBS to expand access to Crossroads Cafe literacy series and develop new series based on family literacy, which includes emphasis on America Reads; (2) supporting development of prototype basic and intermediate skills certificate; (3) 1998 National Conference on Literacy; (4) developing a campaign to get employers to expand workplace literacy options to help welfare recipients transition from welfare to work.

II. Grass Roots Strategy

- ▶ work with state directors of adult education and NIFL to engage large numbers of adult learners in America Reads and in joining in a Literacy 2000 partnership to enhance the literacy skills of the 34 million Americans reading at or below the 5th grade level;
- ▶ work with the National Institute for Literacy on a campaign to increase awareness of the importance of literacy to the nation's economic and social well-being and an understanding the literacy challenge in America;

III. Legislative Strategy

The administration's adult education legislation will promote quality programs, accountability for results, and use of technology. The administration's 1999 budget will be based on performance benchmarks and support President's goal of ensuring all adults can be life-long learners and that all parents have the literacy skills to be their child's first teacher.

IV. Public Relations Strategy

- ▶ ensure the President and the Secretary include improving the literacy skills of adults in his message on America Reads, all adults being life-long learners and welfare reform;
- ▶ focus Secretary's adult education awards on family literacy where parents are improving their literacy skills and working with their children to enhance their reading skills;
- ▶ bring adult education programs in as partners in America Reads and efforts to ensure all adults can be life-long learners.

V. White House Initiatives/POTUS Events

- ▶ visits to family literacy programs (in addition to federally sponsored programs, Honda is a big independent sponsor of over 80 family literacy programs with the Keenan Family Trust Family Literacy Project);
- ▶ White House Conference on Literacy with Opra Winfrey (Opra's book club reaches millions of readers), Cal Ripken, Jr. and Mrs. Ripken (They have had an adult literacy program in Baltimore for 10 years) and Tara Dawn Holland (1997 Ms. America whose platform is literacy.); and
- ▶ message to state legislatures and other forums should stress importance of adult literacy as a key part of ensuring that all children can read independently and all parents have the literacy skills to be child's first teacher.

B. Opening the Doors of College (from perspective of Vocational & Adult Education)

School to work ? ?

I. Overall Strategy/Goals

Over the next three years, increase the number of high schools where all students achieve high academic standards and are prepared for college and careers. Short-term goal could include (1) April 1, 1997, announce partnerships with 6 urban schools and School districts to expand new American high schools; (2) by December 1997, identify 25 additional public high schools committed to achieving academic excellence for all students that have adopted teaching and learning practices that have reduced drop-out rates, increased student achievement and increased postsecondary entrance rates; (3) by December 1997, joint initiatives on high School improvement will be underway with the National Association of Secondary School Principals, the National PTA, and the American School Boards Association; (4) in 1998, build on the findings for 12th graders on the Third International Math and Science Study to be released in December, to support a campaign for high School improvement.

A long-term might be that by the year 2000, a nationwide network of new American High Schools will have significantly reduced drop-out rates, raised student achievement and college entrance and retention rates.

Overall strategies to reach these goals would include:

- ▶ targeted outreach strategies with 3 key national organizations concerned with high School reform: NASSP, National PTA, NSBA;
- ▶ Urban high School partnership with 6 big city School districts;
- ▶ disseminate information and best practices through network of 65 national business, union, education, community and parent organizations currently involved in the new American High School effort; and
- ▶ pursue print, TV and other media opportunities to promote new American High Schools.

II. Grassroots Strategy

- ▶ work with 65 national organization co-sponsors, with special emphasis on principals, School boards and parents, to build support for the initiatives and new American high schools;

- ▶ Present President's initiatives at key national meetings of vocational educators, adult educators, School-to-work, and key stakeholder groups. Conduct round tables with principals, School board members, parents and teachers on the initiatives and high School reform;

III. Legislative Strategy

- ▶ Ensure that Administration's vocational education legislation supports high academic standards for high School students and preparation for college, as well as careers. Use legislation to encourage high School improvement and strong links between secondary and postsecondary education;
- ▶ develop 1999 budget strategy to continue high School reform and School-to-work systems building through on-going vocational education legislation.

IV. Public Relations Strategy

- ▶ Ensure that preparation for college is a core part of the President's message about access to college;
- ▶ provide the media with examples of high schools that have adopted high standards for all students and are using new teaching and learning techniques to raise academic achievement;
- ▶ arrange visits, media events for President, Vice President and Secretary to new American high schools.

V. White House Initiatives/POTUS Events

- ▶ make sure President mentions high School improvement as a key part of making sure all 18 year olds have access to college in presentations to state legislatures and other forums;
- ▶ schedule Presidential visits to high schools that have significantly raised academic achievement and college attendance rates; and
- ▶ President/WH awards ceremony for high schools that have achieved above goals.

Education Technology

“Connect every classroom and library to the Internet by the year 2000 and help all students become technologically literate.”

I. Overall Strategy/Goals

Beginning in 1995, President Clinton challenged the nation's parents, teachers, government, community, and business leaders to work together to ensure that all children in America are technologically literate by the dawn of the 21st century – equipped with the communication, math, science, and critical thinking skills essential for the 21st century economy. He established the four pillars of his technology literacy agenda: (1) connect every school and classroom in America to the information superhighway; (2) provide access to modern computers for all teachers and students; (3) develop effective and engaging software and on-line learning resources as an integral part of the school curriculum; and (4) provide all teachers the training and support they need to help students learn through computers and the information superhighway.

These goals can only be achieved if we all work together – communities, businesses, governments, teachers, parents and students – in a sense, a high-tech barn-raising. One overarching strategy that reflects all four goals above is the Technology Literacy Challenge Fund, which is designed to catalyze state, local, and private sector partnerships in each state to achieve the four educational technology goals. Congress supported the President's request and appropriated \$200 million for grants to states to launch this challenge. States will be asked to develop a strategy for using the funds to achieve the President's four goals and for ensuring that students in low-income areas are not left behind. While the states will have complete freedom to design programs, they will be encouraged to find support from private firms which will be at least as great as the Federal funds. They will also be asked to specify timetables and benchmarks and to report progress against these benchmarks to the people annually. The Challenge builds on the Secretary of Education's National Plan, *Getting America's Student's Ready for the 21st Century: Meeting the Technology Literacy Challenge*. The President's FY98 budget request calls for \$425 million. From a higher education perspective, commencement provides a natural stage for amplifying our technology initiatives. OPE has forwarded our suggestions to Regan for the Secretary's 1997 commencement schedule. We can do the same for the POTUS, VPOTUS and FLOTUS or if they prefer, we can simply vet the schools from which they have received invitations and make recommendations. For example, the FLOTUS is always well-received at campuses where there are strong women's groups. In addition, commencement addresses provide an incentive for schools to begin participating in Direct Lending.

Finally, at every higher education association event, the highest level person should be addressing the group. To some extent this is already occurring within the Department. The Secretary has addressed the National Association of Independent Colleges and Universities and the Christian College Coalition and is going to address the American Council on Education (ACE) and the Community College Association. The POTUS is also expected to address ACE. The POTUS would be well-received at the Association of Governing Boards at Universities and Colleges, a group that represents college trustees. Their annual meeting is April 12-15 in San Diego.

II. Grassroots Strategy

The Department's Office of Educational Technology will continue to develop and coordinate materials, information, conferences, workshops, editorials, press releases, etc., to highlight best practices in and effective uses of educational technology and the four goals.

To finish the job of wiring and connecting classrooms to the Internet and make sure that these efforts have lasting value:

- ▶ working with regulators, industry and educators, now is the time to implement the FCC/Joint Board decision – a landmark decision that sustains the NetDays, the state investments in infrastructure, and brings the schools on line;
- ▶ The NetDay initiative is a grassroots, volunteer effort to link the nation's classrooms to the information superhighway. Ongoing NetDay events across the country will bring the nation dramatically closer to our goal of connecting all classrooms to the net by the end of the decade;
- ▶ the Empowerment Zone initiative headed up by the Vice President continues with further efforts to complete the job of connecting the classrooms in EZ sites. The private sector continues to respond to this challenge in a major way. This initiative will help to ensure that all our children have their shot at the American dream by working to close the divide between those children who have access to technology and those who don't;
- ▶ focus on the schools that have the farthest to go but have the most to benefit from technology. DC schools could act as a test bed for this effort. Challenge the private sector to help support this effort.

To support the nation's teachers in using technology to the best advantage, we should:

- ▶ challenge the states, universities, and private sector to ensure that every teacher gets the training they need to use technology effectively as a tool for teaching and learning. Work with Colleges of Education and others to make the next generation of teachers have the skills they need to be technologically literate and effective teachers in the 21st Century. Teachers should not leave a teacher education program without technology in their teaching tool box;
- ▶ expand the efforts of teachers helping teachers (21st Century Teachers Initiative). Those that are technologically literate can help those who are not;
- ▶ mount a campaign this summer and succeeding summers to train teachers to get the skills they need to bring back to the classroom in the fall. Work with new CEO group, the Corporation's Commission on Educational Technology, as well as Eisenhower program and NSF programs to ensure this effort is a success.

To bring the best ideas and rich content on line and in software applications, we should:

- ▶ challenge the researchers to apply what we know about learning, challenge the developers to apply what we can do with new technology, and challenge the state and local communities to focus and articulate goals and standards so together we can make a difference and create the highest quality content and applications;
- ▶ bring together representatives of the software industry including big thinkers and developers to enlist their help in achieving our goal to help all kids read independently by the end of the third grade. Private sector investment in compelling content will increase once the basic infrastructure (computers, network connectivity) is in place. However, School districts will be reluctant to invest in technology unless content that supports the curriculum is available. Content and applications are needed if we are going to succeed at helping all children read by the end of the third grade;
- ▶ the Technology Innovation Challenge Grants is a component of the technology literacy challenge that invites School systems, colleges, universities, and private businesses to form partnerships to develop creative

new ways to use technology for learning. These local innovation grants focus on integrating innovative learning technologies to improve teaching and learning. Each federal dollar is matched by more than 3 to 1 by local and private funds. \$57 million will be available for the program in FY97 to support a third round of grants. The President's FY98 budget request calls for \$75 million.

III. Legislative Strategy

- ▶ develop a coordinated congressional outreach strategy to support the E-Rate and educate members of congress on its benefits. Participants help design this outreach strategy could include the White House, Department of Education, Department of Commerce/NTIA, and Federal Communications Commission;
- ▶ continue to meet with congressional staff on the budget, appropriations, commerce and education committees and subcommittees to educate them on and garner their support for educational technology initiatives.

IV. Public Relations Strategy (See Grassroots strategy)

V. White House Initiatives/POTUS Events

1. From February through September, the Technology Literacy Challenge Fund awards will be announced. These announcements will occur after state plans are approved.
2. May 7, 1997 the FCC will issue its final implementation order on the E-Rate. We imagine this could be an opportunity for a huge event because the decision will have a far-reaching impact on the education community.
3. Fall of 1997, the third round of the Technology Innovation Challenge Grants will be awarded.
4. April 1997, NetDay events will take place across the country.
5. One potential opportunity to highlight our progress in meeting the goal of wiring all the nation's classrooms to the information superhighway is to focus an event around a School district's completion of wiring all its schools and classrooms.
6. June 29 - July 2, 1997, National Educating Computing Conference (NECC) in

Seattle, WA. This is one of the most important and certainly the largest educational technology conferences of the year.

7. March 5-6, 1997, launch of the CEO Forum on Educational Technology. This group is committed to assessing and evaluating where the nation is in achieving the educational technology goals.
8. March 7-11, 1997, the American Technology Honor Society will be officially launched at the NASSP conference in Orlando, FL.
9. May 1997, the Department of Education and the Council of Chief State School Officers will hold a National Working Conference on the Impact of Technology on Student Learning in DC. Technology Innovation Challenge Grant project directors and representatives of the Technology Literacy Challenge Fund grants will be included (this could be a BIG one with lots of policy makers and some project demonstrations).

Family/Parental Involvement

1. Overall Strategy/Goals

Over thirty years of research clearly shows us that all families—whether they are rich or poor, whether the parents finished high School or not, or whether kids are in preschool or high School—can help their children learn. Greater family involvement in children's learning is a critical link to achieving a high-quality education and a safe, disciplined learning environment for every student. It also is one important way for helping to meet the President's 10 point call to action: especially by help our children to master the basics and meet standards of excellence, help every student to read independently and well by the end of the 3rd grade; ensure more choice and accountability in public education; support character education and safe, disciplined and drug-free schools, open the doors of college to all who can make the grade and are willing to work hard; and help all students become technology-literate and bring our schools into the information age.

In 1997, the overall goals will be:

- ▶ Expand the Goals 2000 Parent Information and Resource Center network to 14 states and provide them with the information to help parents be aware of how they can help answer the President's call to action;
- ▶ provide guidance to every Title I School (52,000) on how to make parent-teacher compacts a true partnership-building process, including providing parents with the tools on how to assess their own School quality in view of the President's 10-point plan;
- ▶ with the contribution of our 2,500 Partners, provide guidance to schools on how to keep their School buildings open after-School and summers working with community partners in order to extend learning, especially in reading for children in K-3rd grade and mentoring in math and science for middle-School aged children, in a safe, drug-free environment;
- ▶ if Congress provides funding, 800-1,000 After-School Learning Centers could be started in rural and inner-city public schools so that students can participate in activities that can improve their achievement and prevent juvenile violence and substance abuse;
- ▶ plan for an initiative to be launched in winter 1998 that will focus on mentoring in math and preparation for college in the middle School years. This would be a great follow-up to the President's financial aid package motivating parents, especially parents of middle School aged students, in the

knowledge that their child was guaranteed a college education if they worked hard, took the tough courses, and had a B average. Develop publications, guides, and outreach activities to be disseminated about every 3 months as a lead up to this initiative;

- ▶ launch a nationwide initiative to encourage colleges to prepare educators to utilize families' interest in children's learning;
- ▶ sign on more employers, schools, community based organizations, and schools (e.g., 1000) to be family friendly for education by joining the Partnership for Family Involvement for Education and begin supporting local coalition building, especially around the President's 10-point call to action;
- ▶ as a concrete action to make the **AMERICA READS CHALLENGE** real this summer—involvement 1.5 million children and recruit 500,000 reading partners through the summer READ*WRITE*NOW! program;
- ▶ double the activities undertaken last year as part of America Goes Back to School, focusing on the activities in the President's Call to Action;
- ▶ significantly involve religious communities in the **AMERICA READS CHALLENGE** connecting 100,000 religious volunteers in local literacy programs;

Two years from now:

- ▶ business and community and religious organizations show increasing commitment and actions to involve parents in education and improve schools;
- ▶ a significant increase in employers developing employee policies that are family friendly (flextime, floating personal day, matched leave, job sharing);
- ▶ parent-teacher compacts are established in almost all Title I schools (e.g., 52,000);
- ▶ Title I parent leaders have the tools to assess their own schools against the President's 10-point plan;
- ▶ many more schools will provide staff training and colleges will provide teacher preparation courses on involving parents in their children's education as key to children learning to standards of excellence;

- ▶ every state has a Parent Information and Resource Center working on the President's call to action;
- ▶ many more parents are aware of their options in reconstituting their School if its failing as a New American School or charter School and can seek federal fund for the effort;
- ▶ 1,000 more schools across the country begin extending learning by keeping their schools open in the afternoon, evenings, weekends, and summers;
- ▶ reading tutoring programs 5,000-10,000 schools, libraries, community centers, and college campuses are helping children read across the country. Use of libraries increases;
- ▶ mentors for math are readily available for youth; applications for college increase.

II. Grassroots Strategy

Partnership efforts will work to move the message down to the local level. There are three major efforts envisioned:

- ▶ continue to use America Goes Back to School during the August-October time frame each year as a local coalition-builder in schools, colleges, and communities. Work with the Secretary's regional education representatives and headquarters Department staff in this local coalition-building effort, including with the local and state coalitions/partners;
- ▶ make a focused effort to attend state and regional meetings of the 2,500 Partner organizations to sign on local groups and work toward answering the President's 10-point call to action;
- ▶ sponsor a series of regional meetings that focus on the President's call to action but include every sector of the Partnership;
- ▶ utilize soon-to-be launched Partnership web site as a "clearinghouse" for good programs, information, and research;
- ▶ use local activities of our Partners to bring the message to parents, students, and teachers and help build local coalitions and partnerships to carry the message on our behalf.

III. Legislative Strategy

- ▶ Continue to seek funding for Goals 2000 Parent Information and Resource Centers so that there is a center in every state by 1998;
- ▶ seek full funding for the After School Learning Centers found in the 21st Century Community Learning Centers authorization of IASA;
- ▶ continue to promote safe and better quality learning opportunities through Title I and Safe and Drug-free Schools that emphasize reading and mentoring in math;
- ▶ push for funding of the HOPE scholarships so that every family knows that if their child studies hard, takes the rigorous courses and has at least a "B" average, their child is guaranteed 2 years of a college education. A \$10,000 tax deduction will be available for families and their children to learn for a lifetime.

IV. Public Relations Strategy

- ▶ Continue to work with the Education Excellence Partnership (The Business Round table, U.S. Department of Education, The National Governor's Association, American federation of Teachers, National Alliance of Business) on their public service campaign with the Ad Council and the National Baseball League focusing on how to explain the importance of challenging standards to parents and families;
- ▶ include "how to" press packages in Partnership membership kits and America Goes Back to School materials so partners can engage their local press and communities on how to answer the President's call to action;
- ▶ schedule a Satellite Town Meeting focused on family involvement in meeting the President's call to action;

V. White House Initiatives/POTUS Events

See Attached calendars

Urban Education

I. Overall Strategy/Goals

If we want to reach our National Education Goals, we must intensify our efforts to address the specific needs of urban School children. Our ultimate objective should be, first, to help restore high levels of quality and public confidence to our urban public schools and, second, to dramatically improve levels of student achievement in those schools. We can help accomplish this by:

- ▶ strongly emphasizing that high academic standards are for all students, including inner-city students (and their teachers) and that high standards of discipline are essential;
- ▶ by persistently working to fully and strategically integrate urban schools into this administration's broader initiatives (such as on standards, reading and charter schools);
- ▶ by highlighting models of urban School reform that dramatize how communities can provide more choice and accountability within urban education and can turn around failing schools;
- ▶ and by intensively supporting efforts to improve the quality of teaching in urban areas, as well as the physical quality and safety of urban schools.

Short term Goals might be by May 15, release a report on key principles surrounding public school choice:

- ▶ by July 1, announce that at least 10 urban districts have accepted the "First in the World Challenge" to participate in the TIMSS challenge in 1997 or 1998.
- ▶ by September 1, announce the formation of college-School partnerships in 20 urban areas involving work-study or student reading volunteers.
- ▶ by October 1, hold a conference on promising strategies for turning around failing urban schools.
- ▶ by October 1, produce and release a report on U.S. Department of Education resources available to assist urban schools to improve.
- ▶ by December 1, launch a nationwide listserv linking principals and teachers

with successful School wide programs to their counterparts at schools that are engaged in planning to become School wide.

Long term goals might include:

- ▶ by Spring, 1998, conduct a series of regional conferences on recruiting, preparing, and retaining excellent teachers for urban schools;
- ▶ by spring, 1998, form [1000] new high quality school wide programs in urban areas;
- ▶ by spring, 1999, at least [x thousand] Board-certified master teachers in urban public schools;
- ▶ by spring, 1999, [] major urban School districts will have meaningful School report card systems in place, backed by high quality standards and assessments systems;
- ▶ by spring, 1999, 5 major urban School districts will adopt comprehensive public School choice strategies, such as district wide choice;
- ▶ by spring 1999, public very familiar with key strategies for turning around failing schools;
- ▶ by spring, 1999, percentage of teachers in urban districts teaching out of field reduced by [X%];
- ▶ by spring 1999, average scores on state or local assessments in reading and math up substantially in at least five major urban areas;
- ▶ by fall, 1999, [x] hundred additional after-School learning centers open.

Our strategy for reaching these goals might be to:

- ▶ work with a foundation or consortium of business partners to conduct information campaign to assist urban districts to make effective, innovative use of Title I school wide resources;
- ▶ prepare and disseminate new materials (published and video) that showcase effective urban strategies on choice and accountability;

- ▶ continue series of urban education meetings in Washington, followed by series of regional meetings and setting stage for possible national meeting hosted by President;
- ▶ arrange series of events by President and other principals and the Secretary that highlight effective approaches in urban areas;
- ▶ propose new initiative providing grants to urban districts that develop reform strategies based on principles of accountability, choice and excellence in teaching and principal leadership;
- ▶ conduct intensive effort to bring together teacher colleges, unions, administrators, nonprofit organizations and others to develop effective strategies to raise the caliber of teachers in urban areas.

II. Grassroots Strategy

Build on contacts developed through budget battles and through the OESE-OERI sponsored meetings to gather support for these efforts, moving beyond DC core group to include key groups around the country.

III. Legislative Strategy

To a large extent, the new initiatives here requiring legislation are covered under other topic headings (such as America Reads and School construction). However, a campaign to tighten up urban public schools and to regain public trust will also help insure Congress that urban districts can be trusted to make good use of new funds, such as money for reading tutors and School construction.

New or substantially expanded appropriations will be needed [right?] for the after-School learning centers initiative, and maximizing appropriations generally is important..

We should work hard to tie in supporters of innovative, non-voucher strategies to improve urban education, such as Sen. Bingaman and Sen. Jeffords. Other than that, this is largely a bully pulpit strategy.

IV. Public Relations Strategy

The Administration needs to convey to the public the importance of high expectations for urban schools, the sense that many urban School systems are getting a handle on the management problems that have hampered them, that urban schools are increasing accountability for improving student achievement, and the vital need for

parental and community involvement with those schools. This can be accomplished by events—conferences, School visits, etc., and other efforts that highlight urban success stories while keeping the public’s awareness of the serious needs facing urban education high. Schedule speeches, editorial board meetings, etc., to clearly convey (through examples, etc.) how broader initiatives, such as reading, have especially strong benefits for urban areas. Schedule events around items listed under short term and long-term goals.

V. White House Initiatives/POTUS Events

There are lots of possibilities here. The President and others can do School visits and other events in communities that exemplify the Administration’s commitment to urban public education and that embody promising improvement strategies. For example, the President could visit an innovative professional development center in Cincinnati, or congratulate Houston on just having adopted a system wide choice plan, or attend the opening of an after-School learning center. Strong presidential events on public School choice and addressing failing schools could be especially important.

The President could go to congratulate an urban district that has signed up to take the TIMSS test in 98 or 99, and use it as a lesson in how to bring about improvement. The Vice President could help kick off the new listserv on school wide programs. The First Lady could host the conference on urban teaching.

Urban Education Strategies -- draft 2

Overall Goals:

If we want to reach our National Education Goals, we must intensify our efforts to address the specific needs of urban school children. Our ultimate objective should be, first, to help restore high levels of quality and public confidence to our urban public schools and, second, to dramatically improve levels of student achievement in those schools. We can help accomplish this by:

- strongly emphasizing that high academic standards are for all students, including inner-city students (and their teachers) and that high standards of discipline are essential;
- by persistently working to fully and strategically integrate urban schools into this administration's broader initiatives (such as on standards, reading and charter schools);
- by highlighting models of urban school reform that dramatize how communities can provide more choice and accountability within urban education and can turn around failing schools;
- and by intensively supporting efforts to improve the quality of teaching in urban areas, as well as the physical quality and safety of urban schools.

Short Term Goals:

By May 15, release a report on key principles surrounding public school choice.

By July 1, announce that at least 10 urban districts have accepted the "First in the World Challenge" to participate in the TIMSS challenge in 1997 or 1998.

By September 1, announce the formation of college-school partnerships in 20 urban areas involving work-study or student reading volunteers.

By October 1, hold a conference on promising strategies for turning around failing urban schools.

By October 1, produce and release a report on U.S. Department of Education resources available to assist urban schools to improve.

By December 1, launch a nationwide listserv linking principals and teachers with successful schoolwide programs to their counterparts at schools that are engaged in planning to become schoolwides.

Long Term Goals:

By Spring, 1998, conduct a series of regional conferences on recruiting, preparing, and retaining excellent teachers for urban schools.

By spring, 1998, form [1000] new high quality schoolwide programs in urban areas.

By spring, 1999, at least [x thousand] Board-certified master teachers in urban public schools.

By spring, 1999, [] major urban school districts will have meaningful school report card systems in place, backed by high quality standards and assessments systems.

By spring, 1999, 5 major urban school districts will adopt comprehensive public school choice strategies, such as districtwide choice.

By spring 1999, public very familiar with key strategies for turning around failing schools.

By spring, 1999, percentage of teachers in urban districts teaching out of field reduced by [X%].

By spring 1999, average scores on state or local assessments in reading and math up substantially in at least five major urban areas.

By fall, 1999, [x] hundred additional after-school learning centers open.

Strategy for Reaching Goals

Work with a foundation or consortium of business partners to conduct information campaign to assist urban districts to make effective, innovative use of Title I schoolwide resources.

Prepare and disseminate new materials (published and video) that showcase effective urban strategies on choice and accountability.

Continue series of urban education meetings in Washington, followed by series of regional meetings and setting stage for possible national meeting hosted by President.

Arrange series of events by President and other principals and the Secretary that highlight effective approaches in urban areas.

Propose new initiative providing grants to urban districts that develop reform strategies based on principles of accountability, choice and excellence in teaching and principal leadership.

Conduct intensive effort to bring together teacher colleges, unions, administrators, nonprofit organizations and others to develop effective strategies to raise the caliber of teachers in urban areas.

Legislative Strategy

To a large extent, the new initiatives here requiring legislation are covered under other topic headings (such as America Reads and school construction). However, a campaign to tighten up urban public schools and to regain public trust will also help insure Congress that urban districts can be trusted to make good use of new funds, such as money for reading tutors and school construction.

New or substantially expanded appropriations will be needed [right?] for the after-school learning centers initiative, and maximizing appropriations generally is important..

We should work hard to tie in supporters of innovative, non-voucher strategies to improve urban education, such as Sen. Bingaman and Sen. Jeffords.

Other than that, this is largely a bully pulpit strategy.

Public Relations Strategy

The Administration needs to convey to the public the importance of high expectations for urban schools, the sense that many urban school systems are getting a handle on the management problems that have hampered them, that urban schools are increasing accountability for improving student achievement, and the vital need for parental and community involvement with those schools. This can be accomplished by events--conferences, school visits, etc., and other efforts that highlight urban success stories while keeping the public's awareness of the serious needs facing urban education high.

Schedule speeches, editorial board meetings, etc., to clearly convey (through examples, etc.) how broader initiatives, such as reading, have especially strong benefits for urban areas.

Schedule events around items listed under short term and long-term goals.

Grass Roots Strategy

Build on contacts developed through budget battles and through the OESE-OERI sponsored meetings to gather support for these efforts, moving beyond DC core group to include key groups around the country.

POTUS/White House Involvement

There are lots of possibilities here.

The President and others can do school visits and other events in communities that exemplify the Administration's commitment to urban public education and that embody promising improvement strategies. For example, the President could visit an innovative professional development center in Cincinnati, or congratulate Houston on just having adopted a systemwide

choice plan, or attend the opening of an after-school learning center. Strong presidential events on public school choice and addressing failing schools could be especially important.

The President could go to congratulate an urban district that has signed up to take the TIMSS test in 98 or 99, and use it as a lesson in how to bring about improvement.

The Vice President could help kick off the new listserv on schoolwide programs.

The First Lady could host the conference on urban teaching.

Urban Education Strategies -- draft 2

Overall Goals:

If we want to reach our National Education Goals, we must intensify our efforts to address the specific needs of urban school children. Our ultimate objective should be, first, to help restore high levels of quality and public confidence to our urban public schools and, second, to dramatically improve levels of student achievement in those schools. We can help accomplish this by:

- strongly emphasizing that high academic standards are for all students, including inner-city students (and their teachers) and that high standards of discipline are essential;
- by persistently working to fully and strategically integrate urban schools into this administration's broader initiatives (such as on standards, reading and charter schools);
- by highlighting models of urban school reform that dramatize how communities can provide more choice and accountability within urban education and can turn around failing schools;
- and by intensively supporting efforts to improve the quality of teaching in urban areas, as well as the physical quality and safety of urban schools.

Short Term Goals:

By May 15, release a report on key principles surrounding public school choice.

By July 1, announce that at least 10 urban districts have accepted the "First in the World Challenge" to participate in the TIMSS challenge in 1997 or 1998.

By September 1, announce the formation of college-school partnerships in 20 urban areas involving work-study or student reading volunteers.

By October 1, hold a conference on promising strategies for turning around failing urban schools.

By October 1, produce and release a report on U.S. Department of Education resources available to assist urban schools to improve.

By December 1, launch a nationwide listserv linking principals and teachers with successful schoolwide programs to their counterparts at schools that are engaged in planning to become schoolwides.

Long Term Goals:

By Spring, 1998, conduct a series of regional conferences on recruiting, preparing, and retaining excellent teachers for urban schools.

By spring, 1998, form [1000] new high quality schoolwide programs in urban areas.

By spring, 1999, at least [x thousand] Board-certified master teachers in urban public schools.

By spring, 1999, [] major urban school districts will have meaningful school report card systems in place, backed by high quality standards and assessments systems.

By spring, 1999, 5 major urban school districts will adopt comprehensive public school choice strategies, such as districtwide choice.

By spring 1999, public very familiar with key strategies for turning around failing schools.

By spring, 1999, percentage of teachers in urban districts teaching out of field reduced by [X%].

By spring 1999, average scores on state or local assessments in reading and math up substantially in at least five major urban areas.

By fall, 1999, [x] hundred additional after-school learning centers open.

Strategy for Reaching Goals

Work with a foundation or consortium of business partners to conduct information campaign to assist urban districts to make effective, innovative use of Title I schoolwide resources.

Prepare and disseminate new materials (published and video) that showcase effective urban strategies on choice and accountability.

Continue series of urban education meetings in Washington, followed by series of regional meetings and setting stage for possible national meeting hosted by President.

Arrange series of events by President and other principals and the Secretary that highlight effective approaches in urban areas.

Propose new initiative providing grants to urban districts that develop reform strategies based on principles of accountability, choice and excellence in teaching and principal leadership.

Conduct intensive effort to bring together teacher colleges, unions, administrators, nonprofit organizations and others to develop effective strategies to raise the caliber of teachers in urban areas.

Legislative Strategy

To a large extent, the new initiatives here requiring legislation are covered under other topic headings (such as America Reads and school construction). However, a campaign to tighten up urban public schools and to regain public trust will also help insure Congress that urban districts can be trusted to make good use of new funds, such as money for reading tutors and school construction.

New or substantially expanded appropriations will be needed [right?] for the after-school learning centers initiative.

We should work hard to tie in supporters of innovative, non-voucher strategies to improve urban education, such as Sen. Bingaman and Sen. Jeffords.

Other than that, this is largely a bully pulpit strategy.

Public Relations Strategy

The Administration needs to convey to the public the importance of high expectations for urban schools, the sense that many urban school systems are getting a handle on the management problems that have hampered them, that urban schools are increasing accountability for improving student achievement, and the vital need for parental and community involvement with those schools. This can be accomplished by events--conferences, school visits, etc., and other efforts that highlight urban success stories while keeping the public's awareness of the serious needs facing urban education high.

Schedule speeches, editorial board meetings, etc., to clearly convey (through examples, etc.) how broader initiatives, such as reading, have especially strong benefits for urban areas.

Schedule events around items listed under short term and long-term goals.

Grass Roots Strategy

Build on contacts developed through budget battles and through the OESE-OERI sponsored meetings to gather support for these efforts, moving beyond DC core group to include key groups around the country.

POTUS/White House Involvement

The President, the Vice President, and others can do do school visits in communities that exemplify the Administration's commitment to urban public education and that embody effective improvement strategies. For example, he could visit an innovative professional development center in Cincinnati, or he could congratulate Houston on just having adopted a systemwide choice plan.

Bill:

I hope that my rambling thoughts will be of some help.

Introduction:

If we want to reach our National Goals (or be preeminent in education), we have to address the needs of urban children. Our ultimate....

Short term goals:

increase the participation of urban school districts by x% in the Read Right Now program

Have x number of urban school districts pledge to participate in the America Reads Program

Increase the number of school wide projects in urban school districts (empowerment zones) by x%

Increase student achievement by.....

Increase the number of partnerships between schools, businesses, etc by x%

Increase the number of volunteers by x%

I think that there needs to something about families and literacy but for the life of me I can't think of anything.

Increase the number of day care/child care centers so the teenage parents can go to school

Long term:

Commit to the development of the infrastructure for urban school districts so that they are equipped to use the most innovative techniques and technology

Something needs to be added....we're planning on reinstating the Urban superintendents Network and would like to invite them 2 or 3 times a year to discuss issues that they need to discuss.

Also, I think that the series of meetings here and regionally could be used to inform the Feds(?) On what direction we should move to support urban school districts.

Hope this is of some help. Call if you need to...301-559-2375

Jackie

Author: Leslie Thornton at WDCB01
Date: 2/11/97 10:52 AM
Priority: Urgent
TO: Mike Smith at WDCT01
TO: Frank Holleman
TO: Terry Peterson
TO: Carol Rasco
TO: Mario Moreno at WDCE01
TO: Wilson Goode at WDCE03
TO: Susan Frost
TO: Jennifer Davis at WDCB02
TO: Scott Fleming at WDCB03
TO: David Longanecker at WDCA01
TO: William Kincaid at WDCT01
TO: Judy Wurtzel at WDCT01
TO: Jessica Levin at WDCT01
TO: Jim Kohlmoos at WDCJ01
TO: Rick Miller
TO: Michele Cavataio
TO: Terry Dozier at WDCB02
TO: Linda Roberts
TO: Patricia McNeil at WDCC04
Subject: Re[3]: Proposed Outline for Strategy Memo/POTUS' Call to Act

----- Message Contents -----

Folks --

Jennifer Davis has provided the following example (Standards) for the outline. I think it is a useful guideline in that we need to both offer the broad, overarching goals and specificity as well. Please try to provide both. Call or e:mail if you have any questions but I think it would be useful to get started.

Thanks,

Les

Forward Header

Subject: Re[3]: Proposed Outline for Strategy Memo/POTUS' Call to Act
Author: Jennifer Davis at WDCB02
Date: 2/11/97 10:24 AM

I've refined my example below. These are just possible examples and a structure.

Reply Separator

Subject: Re: Proposed Outline for Strategy Memo/POTUS' Call to Action
Author: Jennifer Davis at WDCB02
Date: 2/10/97 7:17 PM

EXAMPLE/DRAFT

Voluntary National Tests: Math and Reading

Overall Goals: (1) Over the next two years, create a movement across the nation to improve math and reading education using the results of

TIMSS and exemplary models for reading instruction. (2) By 1999, xxx number of states/students signed up to take the tests which will provide parents, teachers and policymakers a national and international benchmark for reading and math.

I. List Three Short Term Goals

1. By September 1997, XXX number of states pledged to participate in the 4th grade reading and 8th grade math tests.
2. By September 1997, XXX number of educators have been informed of the results of TIMSS with specific focus on math teaching.
3. By September 1997, materials about the NAEP reading frameworks and model reading programs circulated to XXX educators across the country.

II. List Three Long Term Goals

1. By Spring 1999, xxx number of students participate in the 4th and 8th grade test.
2. By Spring of 1999, XXX number of states will have focused initiatives on improving reading and math education
3. By Spring of 1999, XXX number of organizations will have participated in focused efforts to improve reading and math education

III. Strategy for Reaching the Goals Outlined Above

1. Targeted meetings with state officials scheduled to brief them on the testing options.
2. Broad distribution of TIMSS materials planned (separted strategy to be attached.)
3. Working in coordination with the America Reads initiative, coordinate outreach to reading teachers across the nation.

Legislative Strategy

1. Brief key Members of Congress on the initiative. Provide information on the initiative and letters of support from Business Roundtable and others such as Governor Engler.
2. Develop NAEP reauthorization strategy.
3. Develop 1999 budget justification for testing increase.

Public Relations Strategy

1. Schedule editorial board meetings across the country about the 10 point agenda and the testing initiative.
2. Schedule press events to build support for the initiative.

Grass Roots Strategy

1. Identify key constituency groups nationally and region by region to build support for the initiative.

2. Plan meetings and events with these groups for SRR, Secretary and other Senior Officer involvement.

POTUS/WH Involvement

1. Events scheduled with three additional State Legislatures to build public support for the testing initiative. (Suggestions: MO, WA, CO)

2. Organize national forum on the results of TIMSS and implications for math teaching. President/First Lady convene the forum. Downlinks planned across the nation.

3. Hold event with President when a core number of states sign up to participate in the reading and math test. This event would be focused on encouraging more states to sign up.

Folks --

Per our discussion today, I would propose we start with the following outline for each of the 10 points (plus the added initiatives of Urban Education, Adult education/training, and School-to-Work). I think Mike and Terry are right in that what we begin with may not be what we end up with but it will be useful to try to focus all the areas consistently so that it is easier to see cross-cutting themes and develop complimentary strategies. Anyway, here it goes:

I. Overall Strategy/Goals

I think each issue/area needs to lay out our overall strategy and goals for the issue. A paragraph of two may be all that is necessary on each. Carol Rascoe's strategy on Reading, for example, is important in that it attempts to focus attention on the broader issue of Reading, what's already being done, what parents, communities, business people, etc. can do now to help in this regard. It seems to me a strategy that continues to promote existing initiatives goes a long way to generate support for the additional Reading Tutors initiative -- clearly one of our goals. We should also try to think through our broad and specific goals for each initiative. For example, for Standards, should one of our goals be that we develop a real understanding of how a national test helps raise standards or do we think people already get it. Should another goal be that we get across this is as a bottom-up/not top-down initiative (state and local issue), not federal over-reaching?

II. Grass Roots Strategy (for accomplishing goals)

- III. Legislative Strategy (where appropriate)
- IV. Public Relations Strategy
- V. Prioritize initiatives/events for POTUS, VPOTUS
FLOTUS/Overall Strategy for each

For example, the overall strategy for the President may be for him to use the bully pulpit continually to convey his commitment to education. This could be in the form of announcements, events, national forums, etc. Looking ahead for the Vice President, we might want to offer a strategy that suggests regional announcements of grants in technology and other areas with which he is identified. The same could be true for the First Lady. She is incredibly credible and persuasive, as you know, on issues like early childhood education, Head Start, etc. I really believe suggestions as to how all the principals can help make the call to action real will be helpful to the White House rather than just offer the things we want to see happen. Also, we shouldn't forget Mrs. Gore.

VI. Attachments

1. One-Year Ahead Calendar of previously scheduled education announcement/Events etc.

2. Others?

It's a start anyway. Let me know your suggestions and then I'll send around a revised outline to begin with as soon as possible.

Author: Leslie Thornton at WDCB01
Date: 2/10/97 5:26 PM
Priority: Urgent
TO: Mike Smith at WDCT01
TO: Frank Holleman
TO: Terry Peterson
TO: Carol Rasco
TO: Mario Moreno at WDCE01
TO: Wilson Goode at WDCE03
TO: Susan Frost
TO: Jennifer Davis at WDCB02
TO: Scott Fleming at WDCB03
TO: David Longanecker at WDCA01
TO: William Kincaid at WDCT01
TO: Judy Wurtzel at WDCT01
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**AGENDA
FOLLOW UP TO A CALL TO ACTION**

February 10, 1997

3:00

1. White House Expectations

- Department to propose concrete opportunities for Presidential leadership on the 10 areas. This is to include identifying leaders and states/communities/schools that exemplify the 10 points as well as emerging issues/initiatives where Administration involvement could make a real difference.

2. Being Strategic

- With limited staff and other resources, how can we have the most impact on each of these areas? (E.g. develop a concrete, focused plan for strategic impact).

3. Immediate Next Steps

- Meet with Mike Cohen (other WH staff) to plan Presidential involvement over the next four weeks
- Begin to identify leaders and states/communities/schools that exemplify 10 points
- Name point people for each issue area and set target date for draft strategies

4. Possible Department Structure for Follow-up

- Identify Point people for Key Initiatives

Do we need strategy groups on all these issues to identify key follow up/leverage opportunities? (In some cases, need for both legislative and state/local outreach and implementation strategy)

- Academic standards of excellence (standards, testing, TIMSS, Goals 2000, Title I, etc.) *Jean-Pol, Tony*
- Teacher Excellence *Tom, Dan*
- Reading (and early learning) *Carol*
- Public School Choice/Charter Schools *Tom, Gerry [Tony]*
- Safe Schools *Michelle, Bill*
- Construction *Tony, Bill, Tony*
- Higher Education *Dan*
- Technology *Linda*
- Parent Involvement *Gerry*

OTHER (Urban Education, Adult Education/Training, School-to-Work)

5. Next Meeting??

Bill - Gerry's Star's skRP [Tom]

Trish
ACE

few skRP into.

Possible Feed-ins in Strategies

1. Standards

Strategy segment needs something more on how helping to achieve standards, not just getting states to adopt -- need to at least draw connections with efforts on professional development, reading, etc.

2. Teaching

Include as a strategy build-up to and publicity surrounding conference announced by Secretary in State of Ed speech.

I would include one or more events that especially focus on efforts to recruit/improve the skills of urban teachers in particular. President or others could visit professional development programs connected to urban schools in Cincinnati or New York; Cincy has a program that involves high school students who aspire to be teachers in the future.

3. Reading

Go back to massive, full-cabinet effort with America Goes Back to School this fall. Consider whether there could be a math-related component as well, with Gore and some of the math/science related cabinet folks (like NASA) doing school visits that focus on the importance of high quality math education.

5. Choice/Charter Schools

Charters:

I know Jon is providing some on this.

Choice:

Publish and disseminate document outlining key principles of effective public school choice initiatives and that highlights the different kinds of options that exist: charters, magnets, schools-within-schools, open enrollment, and even postsecondary options.

Visit districts or states to highlight good examples of public school choice programs, such as Minnesota (which has several choice options and nearly 20% of students choose the public school they attend) or Boston/Cambridge.

Accountability:

President could do an event where he sits down with parents and discusses what information

would be helpful to them in a school report card, and highlighting some of the districts and states that are doing a good job on this.

President could host conference on effective strategies for addressing failing schools, such as closing down and reopening, schools within schools, etc.

Visit good examples for addressing failing schools, such as school in Atlanta that was closed down and reopened as IB school with extensive technology (Terry P. knows about).

Author: Diana Phillips at WDCB01
Date: 2/19/97 10:14 AM
Priority: Normal
TO: William Kincaid at WDCT01
Subject: Here comes #8

----- Message Contents -----

Bill: Okay, it's a little lengthy but it includes information from the Dept. of Ed budget proposal and shows integration of message and plan.

There's much going on now (working with regions, getting major national organizations to come on board, collaborating with College Board, etc.), but it's all in the works.

You will see no numbers, but implicit is the notion that EVERY state will eventually have a plan that can or should be announced as a state, rather than JUST as a district or county, for example.

The idea is, however, that it takes grassroots and state leadership to get there. So the hits -- highlighting state, school, parent organization leadership -- all over the place will be very helpful.

Call if you need anything.

Diana

WHAT SHOULD WE DO TO FACILITATE COLLEGE SUCCESS FOR GREATER NUMBERS OF AMERICAN YOUTH?

For 1998, President Clinton is proposing a combination of budget and tax initiatives that would significantly expand access to postsecondary education for lower-income students. The request would raise the total aid available for postsecondary education and training from \$42.8 billion in 1997 to \$47.2 in 1998, an increase of \$4.4 billion or 10 percent. The number of students receiving assistance would rise to 8.1 million, an increase of almost 450,000 students. The 1998 budget also would promote hard work in high school and college by rewarding high achievement. Highlights:

- \$7.6 billion for Pell Grants, up \$1.7 billion or 29 percent, to raise the maximum award to \$3,000 and provide grants to an additional 348,000 students, in part through a proposed change to need analysis rules. The \$300 increase in the Pell maximum award -- the largest increase in two decades -- would improve access to postsecondary education for students from low-income families, and studies show that grant aid increases college completion rates for such students.
- Need analysis for independent students without dependents would be changed so that more of these students would be eligible for student aid. The proposed expansion of the asset protection allowance for independent students -- who are generally defined as at least 24 years old, married, or military veterans -- would treat these students similarly to all other students, correcting an inequity created by the Higher Education Amendments of 1992.
- \$857 million for Work Study, an increase of \$27 million, would add 28,000 new recipients as part of the President's commitment to increase the number of recipients to one million by the year 2000. The President also is encouraging schools to use Work-Study funds for students to serve as tutors in the America Reads Challenge, in part through a waiver of the institutional matching requirement.
- The request would save student borrowers more than \$2 billion over the next five years by cutting loan fees in the Direct Loan and Federal Family Education Loan programs.
- \$525 million for the TRIO programs, up \$25 million, would provide important outreach and support services to an additional 36,662 students.
- \$132 million for Presidential Honors Scholarships would reward the academic excellence of the top 5 percent of graduating students in every high school in the Nation by providing a one-year, \$1,000 scholarship to help cover college costs.
- \$6 million for the Advanced Placement Fee program would for the first time supplement State efforts to subsidize and, in some cases, pay the full cost of advanced placement tests for low-income students, who may not be able to afford the test fee. This program would help raise academic expectations by encouraging low-income students to take such tests

for college credit, while also stimulating more high schools to offer advanced placement courses.

- The America's Hope Scholarship proposal would help make two years of postsecondary education universally available to all Americans by providing a tax credit of up to \$1,500 to first-year postsecondary students and to second-year students who earn at least a B average.

Overview of Education Strategy

8. OPENING WIDE THE DOORS TO COLLEGE

Money is really only one part of the message which will “open wide the doors to college”.

Three major components work together for college access.

What is needed:

- (1) money
- (2) message
- (3) plan

Short term objectives:

I. The MONEY (see attached detail from Budget proposal)

1. Enact HOPE Scholarship or the equivalent and tax proposals. Make sure wording takes into account state scholarship programs already established with other names, and makes allowances for those programs to have the same benefits as HOPE Scholarship programs.
2. Enact Pell grant increase and expanded eligibility. [Very positive reaction has come from this proposal.]
3. Enact Presidential Honors Scholarship. This will give immediate reward to students who have been performing with excellence even at this time. And it will set the tone for what those students should model, for those who are coming through the ranks.
4. Increase the number of states establishing HOPE scholarships, pre-paid tuition plans, or other measures to make college more affordable for lower- and middle-class families.

[If we allow for state-wide scholarship programs -- like Twenty-first Scholars Program in Indiana, we can meet goals and encourage the states to come up with their own packages, outlining certain anticipated parameters.]

Seek out states that fund or are in the process of funding college tuition and fees for students who successfully complete high school. Use as models for events/speeches.

II. The MESSAGE:

1. Center all efforts around one cohesive message: College is for EVERYONE. But it takes **high expectations, high standards, hard work, and a plan**. And it starts **early** (middle school age). A **mentor** can help you with school, show you how college works and help you think through all the questions of college. The **right courses** (like algebra and geometry) will keep all your options open. And learning about **financial aid** will show you how you really can pay for college.

2. The primary message goes to the student. But it **MUST** be heard and supported by ALL segments of the community: parents and families; community and religious organizations; businesses; schools, including teachers, counselors, principals, superintendents, school committees, and all other school-related personnel; colleges and universities; and state legislatures and governors. The idea is that (a) the sense of community and collaboration are there to support the student as the expectations and standards rise; and (b) change will occur to support the educational challenges that need to occur.

Many schools, organizations, programs, and businesses already participate in this kind of message in very meaningful ways. It is important to visit them, highlight them, and demonstrate not only national support of grassroots efforts, but how they work and how to replicate them.

III. The Plan

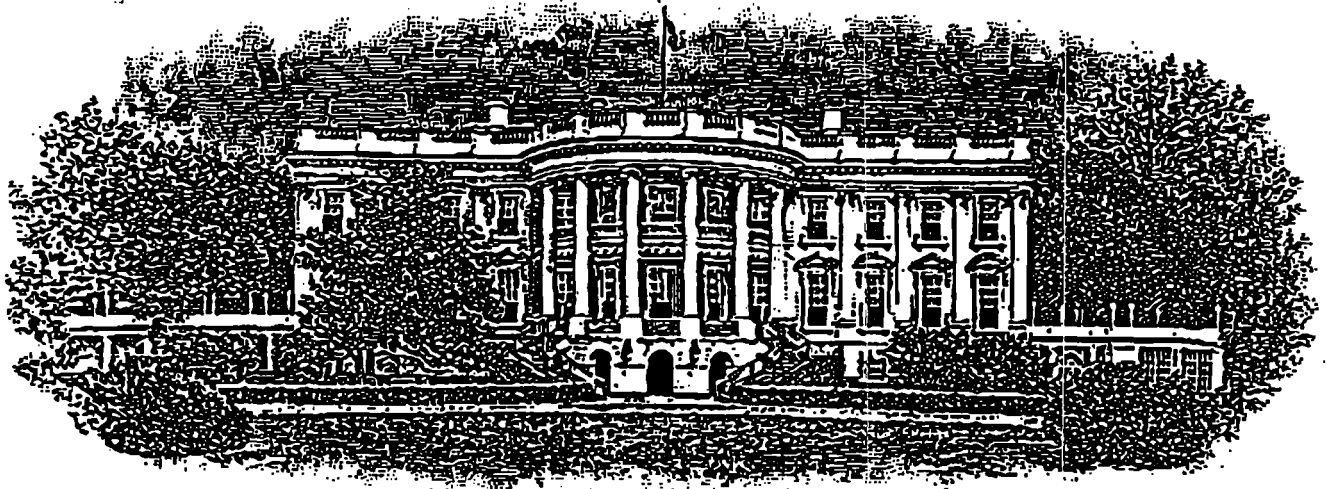
The plan is integrated into discussion of the overall development of the entire child into adulthood when we have a productive, successful, and enriched citizen. Just as we have reading goals and strategies and other goals and strategies throughout each period of the child's and student's life, we must be specific about the plan for the middle-school aged student.

The plan includes rallying around the "ingredients" that open the doors:

1. The high standards, high expectations, hard work cheer.
2. Emphasis on those academic courses needed to keep the doors to college open: e.g., algebra no later than the ninth grade; geometry no later than the tenth grade (Research: See Equity 2000/College Board).
3. Finding a mentor who will help guide you through the rough spots of learning, and through the questions about how to plan your college choices and your future (Research: See Carnegie Council on Adolescent Development).
4. Becoming knowledgeable about financial aid and how to "do" it: programs of saving, grants, scholarships, work-study and loans.
5. Publishing materials (paper and electronic) that emphasize "how to" at various intervals over the coming year (Dept. of ED).
6. Broad demonstrated "community" support for education, whether by a business, a church, a parent organization, a school district, etc.
7. Highlighting and publicly acknowledging those who "do it right" so that those efforts can be seen and replicated, encouraging others.

Mike Cohen

The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO: Mike Smith

FAX NUMBER: 401-3095

TELEPHONE NUMBER: _____

FROM: Mike Cohen

TELEPHONE NUMBER: _____

PAGES (INCLUDING COVER): 12

COMMENTS: Please contact Jennifer Bazzell in case of incomplete transmission (456-5603).

Thank you.

OVERVIEW OF EDUCATION STRATEGY

Fourth Issue

1. NATIONAL STANDARDS OF ACADEMIC EXCELLENCE

Short term objectives:

1. 40+ states signed up to administer 4th and 8th grade tests in 1999
 - o 20+ states signed up by end of 1997
2. Tests are piloted in 1998, and available for nationwide use in Spring 1999
 - o Contract for test development awarded and work proceeding on schedule
3. National Partnerships/Mobilization efforts in place, by the end of 1997, for helping students reach standards for 4th grade reading and 8th grade math
 - o X states have comparable efforts in place by end of 1997
4. National attention focused on small number of high quality, challenging and widely accepted national standards in other grade levels and subject areas
5. Increase in the number of states and school districts that:
 - o reward high performing or improving schools, and intervene in schools that are persistently low performing [set target]
 - o require students to meet standards before moving from one school level to the next [set target]
6. Develop proposal/options for Presidential consideration for approach to national testing at high school level

2

Push effort on
4th, 8th

Push effort on
4th, 8th

Push effort on
4th, 8th

Make math book
not out

in Cch -
conclude
test
mobilizing

2. TALENTED TEACHERS IN EVERY CLASSROOM

Short term objectives:

1. Secure appropriations for National Board for Professional Teaching Standards
2. Introduce legislation (as part of Higher Education Act reauthorization) to strengthen teacher preparation, recruitment and induction
3. Increase the number of states and school districts that effectively reward excellence in teaching and remove incompetent teachers quickly and fairly [set target]

OR

- o Identify and highlight effective approaches to rewarding excellence in teaching, and removing incompetent teachers
- 4. Identify and highlight proven, effective programs for professional development

OR

- o Increase the number of states and school districts that use proven, effective programs for professional development

OR

- o Increase the extent to which federal resources for supporting professional development (Eisenhower and Goals 2000) are used to implement proven, effective programs.

3. AMERICA READS CHALLENGE

Short term objectives:

1. Enact America Reads Legislation
2. Secure commitments from higher education and other sectors for xxxxx reading tutors by 199y
3. Launch America Reads grassroots community partnerships in xx states [tie to state sign-on to national testing]
4. Identify and promote proven, effective approaches to early reading instruction, and encourage their use in Title 1
5. Disseminate good, clear examples of "reading to national standards" widely to parents, teachers and public.
6. [Parents and pre-school objectives identified in next section on early learning]

4. EARLY LEARNING

Short term objectives:

1. Secure increased appropriations for Head Start
2. Enact and Parents as First Teachers component of America Reads Challenge, and coordinate implementation with related efforts, including Goals 2000 Parent Resource Centers, Even Start, and ED Family Involvement Partnership
3. Promote awareness of importance of early brain development and early intervention, through White House Conference on Early Brain Development and coordination with Rob Reiner campaign

[need to incorporate VP conference on Families and Learning someplace]

5. CHOICE AND ACCOUNTABILITY IN PUBLIC EDUCATION

Short term objectives:

1. Increase the number of states with charter schools legislation from 25 in 1996 to 30-35 by the end of 1997.
2. Increase the number of charter schools from xxx to yyy by the beginning of the 1997 school year.
3. Secure \$100 million appropriation for charter schools program
4. Focus attention of policymakers, advocates and educators on key issues in the development of charter schools, including:
 - o effective approaches to starting and supporting charter schools
 - o the importance of strong accountability provisions for charter schools
 - o effective ways of using charter schools to stimulate and inform improvement of all schools
 - o use of charter schools as one tool in intervening in low performing schools
5. Increase in the number of states and school districts that:
 - o reward high performing or improving schools, and intervene in schools that are persistently low performing [set target]
 - o require students to meet standards before moving from one school level to the next [set target]

6. SAFE, DISCIPLINED AND DRUG-FREE SCHOOLS

Short term objectives:

- 1. Increase the number of school districts which require expulsion and police notification if weapons are brought to campus
- 2. More effectively focus Safe and Drug-Free Schools Program funds on proven, effective practices for increasing safety and reducing drug use.
- 3. Secure funding for community schools initiative, and increase the number of schools open in evenings and weekends to provide safe haven and increased learning opportunities from xxxx to yyyy.
- 4. Something on character education????
- 5. Increase in the number of high school students involved in service

OR

Increase in the number of states and school districts that require service for high school graduation

OR

Increase in the number of states and school districts that encourage and provide opportunities for service by high school students

7. SCHOOL CONSTRUCTION

Short term objectives:

1. Enact School Construction legislation
2. Establish clearinghouse on school construction issues

8. OPENING WIDE THE DOORS TO COLLEGE

Short term objectives:

1. Enact HOPE Scholarship and tax proposals
2. Enact Pell Grant increase and expanded eligibility
3. Enact Presidential Honors Scholarship
4. Increase the number of states establishing HOPE scholarships, pre-paid tuition plans, or other measures to make college more affordable for lower- and middle-class families [set target]

9. LIFELONG LEARNING

Short term objectives:

1. Expand School-to-Work implementation to all 50 states by 199x.
2. Develop and enact legislation to consolidate federal job training programs and provide individual skill grants

Bruce: This is an example of what each component will look like, drawn from the document we did for last Thursday.

1. NATIONAL STANDARDS OF ACADEMIC EXCELLENCE

Short term objectives:

1. 40+ states signed up to administer 4th and 8th grade tests in 1999
 - o 20+ states signed up by end of 1997
2. Tests are piloted in 1998, and available for nationwide use in Spring 1999
 - o Contract for test development awarded and work proceeding on schedule
3. National Partnerships/Mobilization efforts in place, by the end of 1997, for helping students reach standards for 4th grade reading and 8th grade math
 - o X states have comparable efforts in place by end of 1997
4. National attention focused on small number of high quality, challenging and widely accepted national standards in other grade levels and subject areas
5. Increase in the number of states and school districts that:
 - o reward high performing or improving schools, and intervene in schools that are persistently low performing [set target]
 - o require students to meet standards before moving from one school level to the next [set target]
6. Develop proposal/options for Presidential consideration for approach to national testing at high school level

Key strategies:

- ▶ **Enlist critical mass of states and cities behind standards/testing initiative**
 Initial target states for standards/testing: Maryland, Michigan, Colorado, North Carolina, Delaware, California, Ohio

 Initial target cities: Boston, Philadelphia, Chicago, Seattle, Houston, Washington D.C.
- ▶ **Gain endorsements from key constituency groups to promote national efforts and to promote state and local participation:**

 Target Constituency Groups: AFT, NEA, PTA, School Principals

and School Administrators, National School Boards Association, Chief State School Officers, Urban League, Business Coalition for Education Reform (e.g., BRT, NAB, Chamber of Commerce, NAM)

- ▶ **Highlight Promising National, State or Local Standards in a range of subjects and grade levels**

Highlight states, school districts, schools or significant projects that reflect high standards in reading and math, or high or improved student performance in 4th grade reading or 8th grade math.

- ▶ **Generate Favorable Editorial Coverage (with a focus on standards/testing initiative)**
Encourage favorable op-eds from bipartisan opinion leaders (e.g., Ravitch, Price)

Encourage Secretary Riley and appropriate senior WH and ED staff to meet with editorial boards while traveling over the next few months.

- ▶ **Use Announcements of Grant Awards, Reports and Studies to highlight Priority Issues**

Announce results of existing NAEP and TIMSS tests. Launch test development with teachers advisory committee.

Events/Activities for standards and tests, education reforms

February:

- Release National Assessment of Education Progress national math scores at event in Michigan, and gain endorsement of Gov. Engler for testing proposal. Other principals can simultaneously visit other states with high scores or significant gains (Maine, North Carolina)
- Presidential Directive to OSTP, ED and NSF and other agencies, to ensure that executive branch resources to support math and science education are focused nationally on preparing students to meet 8th grade math standards, and to coordinate national mobilization of scientific, mathematical and technical communities in support of preparing students to meet 8th grade math standards
- Presidential Directive to Department of Defense Dependent Schools to participate in NAEP/TIMSS and to begin preparing students to meet those standards

March:

Mik c. d.d

OVERVIEW OF EDUCATION STRATEGY

I. STANDARDS & TESTS / EDUCATION REFORMS:

Keep the primary focus on promoting plan for national standards and national tests, while also promoting related K-12 education reform initiatives (e.g., Charter Schools, Teacher Standards, America Reads, Education Technology)

- ▶ **Goals:**
 - 40+ states signed up to administer 4th and 8th grade tests in 1999
 - Pilot tests in 1998; go nationwide in 1999
 - Pass charter laws in 25 remaining states; give out \$100m/yr in seed \$
 - Wire every classroom and library by 2000

- ▶ **Enlist critical mass of states and cities behind standards/testing initiative and education reforms**
 - Initial target states for standards/testing: Maryland, Michigan, Colorado, North Carolina, Delaware, California, Ohio

 - Initial target cities: Boston, Philadelphia, Chicago, Seattle, Houston, Washington D.C.

 - Initial target states for charter schools: Missouri, Washington

 - Initial target states for reading challenge: Michigan, Texas, California,

- ▶ **Gain endorsements from key constituency groups to promote national efforts and to promote state and local participation:**
 - Target Constituency Groups for Standards/Testing Initiative: AFT, NEA, PTA, School Principals and School Administrators, National School Boards Association, Chief State School Officers, Urban League, Business Coalition for Education Reform (e.g., BRT, NAB, Chamber of Commerce, NAM)

 - Target Constituency Groups for America Reads: All major K-12, Literacy, and Higher Education groups

- ▶ **Highlight Promising Practices and Approaches that Reflect President's Call to Action**
 - Standards/Testing Initiative: Highlight states, school districts, schools or significant projects that reflect high standards in reading and math, or high or improved student performance in 4th grade reading or 8th grade math. Announce results of existing tests. Launch test development with teachers advisory committee, test developers.

2

Charter Schools: Highlight states with strong charter schools laws and/or visit exemplary charter schools

America Reads: Highlight states or cities with statewide tutoring programs (e.g., Michigan, Delaware, Boston), and colleges that provide work-study and other tutors

Teaching Standards: Highlight teachers who receive National Board for Professional Teaching Standards certification this Spring, and highlight local (AFT or NEA) programs to reward good teachers and remove incompetent ones

- ▶ **Generate Favorable Editorial Coverage (with a focus on standards/testing initiative)**
Encourage favorable op-eds from bipartisan opinion leaders (e.g., Ravitch, Price)

Encourage Secretary Riley and appropriate senior WH and ED staff to meet with editorial boards while traveling over the next few months.

- ▶ **Use Announcements of Grant Awards, Reports and Studies to highlight Priority Issues**

Use announcements of technology literacy challenge grants, charter schools grants and ED reports/guides, ED report based on Teaching Directive for radio addresses and other means of keeping issue in front of the public

Events/Activities for standards and tests, education reforms

February:

- Release National Assessment of Education Progress national math scores at event in Michigan, and gain endorsement of Gov. Engler for testing proposal. Other principals can simultaneously visit other states with high scores or significant gains (Maine, North Carolina)
- Presidential Directive to OSTP, ED and NSF and other agencies, to ensure that executive branch resources to support math and science education are focused nationally on preparing students to meet 8th grade math standards, and to coordinate national mobilization of scientific, mathematical and technical communities in support of preparing students to meet 8th grade math standards
- Presidential Directive to Department of Defense Dependent Schools to participate in NAEP/TIMSS and to begin preparing students to meet those standards

March:

- State endorsement event -- visit to state, or meeting in WH with officials from 4-8 states committed to participating in national testing

- Speech to state legislature on charter schools (Washington, Missouri are possibilities)
- ED appoint and POTUS meet with testing advisory board of teachers and others
- Education Roundtable on standards (use TIMSS video to highlight good teaching to standards)
- Bipartisan meeting with key members of Congress

April

- Event for teachers certified by National Board for Professional Teaching Standards and release of ED report on effective local approaches to improve teaching (from Directive to ED)
- Visits to states re: testing, charter schools, technology

II. LEGISLATIVE EDUCATION AGENDA

Promote Legislative Agenda for HOPE scholarship and other education tax cuts, School Construction, America Reads, G.I. Bill

- ▶ **Goals: Balanced budget agreement that funds key priorities: Education tax cut; \$ for literacy program; \$ for school construction
Pass training bill that includes skill grants**
- ▶ **Follow-up Bipartisan leadership meeting with education working group led by Secretary Riley**
- ▶ **Hold Education Days at WH, giving key members and their constituencies a chance to discuss education issues**
- ▶ **Grass roots mobilization of constituency groups around budget, 10-point Call to Action, and specific legislative proposals**
- ▶ **Promote other Administration legislative priorities -- including reauthorization of Special Education and Vocational and Adult Education Acts**