

**Pathways to Progress: Clinton Administration Initiatives
to Strengthen Education for Children in Urban Schools**
January 7, 1998

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Make Performance Count: Devise an accountability system based on good information	Title I Reauthorization -- requires accountability system with information on student achievement Education Opportunity Zones -- must have reliable systems to measure student progress	Enacted 1994 Proposed in December 1997
Let Leaders Lead: Create clear lines of authority and give schools freedom in exchange for accountability	Goals 2000, IASA, and School-to-Work -- all contained new authority to waive federal requirements in exchange for greater achievement Public Charter Schools program	Enacted 1994 Enacted 1994; expansion legislation supported by President passed House fall 1997

Recruit for Success: Recruit, hire and retain teachers who can enable students to reach high standards	\$350 million Initiative on Teacher Recruitment and Preparation in High Poverty Areas	Proposed in Summer 1997
Support Your Local Teacher: Build capacity to improve teacher and learning	Unprecedented investments in Eisenhower Professional Development funds Goals 2000 National Board for Professional Teaching Standards -- help 100,000 teachers seek national certification America's Technology Literacy Challenge -- doubled funding to \$425 million E-rate -- to help schools and libraries get technology into the classroom, set up phone lines and access the Internet at a fraction of the cost.	Reauthorized 1994 Enacted 1994 \$18.5 million in FY 98 approps Enacted in FY 98 approps Enacted in Telecommunications Act; FCC implementing
Build Strength at the Top: Create Strong Leaders at the School and District Levels	Education Opportunity Zones -- funds can be used to conduct principal leadership academies	Proposed December 1997

Go the Extra Mile: Get Students the Extra Time and Attention they Need	America Reads Head Start -- funding up 57% since 1993; program will serve an estimated 836,000 children in 1998. Title I -- investment up over \$1 billion since 1992. Education Opportunity Zones -- funds can be used for extra help after-school, weekend and summer school. After-School -- provided \$40 million to support hundreds of after-school centers in rural and urban schools across the country that will provide academic enrichment, tutoring, and other learning opportunities Child Care Initiative -- new \$3 billion Early Learning Fund; increased investment in Head Start and double the number of children served by Early Head Start; provides after-school care for up to half a million children a year.	Proposed 1996-97; Over 800 colleges and universities supplying work study tutors; hundreds of other organizations involved; bill passed House fall 1997 FY 98 Approps enacted 1997 FY 98 Approps enacted 1997 Proposed December 1997 FY 98 Approps enacted 1997 Proposed January 1998
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Encourage Competition	Public Charter Schools program -- helps start new public schools that students and parents choose	Administration will be supporting over 800 charter schools by end of 1997-98.
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PRESIDENT WILLIAM J. CLINTON
STATEMENT ON EDUCATION STANDARDS
THE WHITE HOUSE
January 8, 1998

This week, an independent report showed that more than half the students in our nation's city schools are failing to master the basics in reading, math, and science -- the building blocks of all the skills they will need to succeed in the 21st Century. And while some city schools systems are making progress, all too many are clearly failing our children.

As a nation, we have a responsibility to all our children-- and especially those in our most vulnerable communities. That is why I have fought for high national standards and national tests to help our children reach their highest potential.

Since I called for national standards, I am proud to say that 15 major city school systems have stepped forward to accept my challenge. But we must not rest until every school system in the nation commits to adopting high standards -- and helping their students to meet them.

If we are going to go strong into the 21st Century, we must continue to expand opportunity for all of our people -- and when it comes to our children's education, that means continuing to expect and demand the very best from our schools, our teachers, and above all, from our students. That is why I have fought for excellence, competition, and accountability in our nation's public schools, with more parental involvement, greater choice, better teaching, and an end to social promotion. We cannot afford to let our children down when they need us the most.

DRAFT

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

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**UNITED STATES
DEPARTMENT OF EDUCATION**



NEWS

**EMBARGOED FOR RELEASE:
12:01 a.m. January 8, 1998**

Contact: Julie Green (202) 401-3026

**STATEMENT BY U.S. SECRETARY OF EDUCATION RICHARD W. RILEY
On release of Education Week "Quality Counts" report**

The "Quality Counts" special report is a stark and honest accounting of both the successes and failures of American education. The report should be read by every mayor, school superintendent, governor and citizen.

The report tells us in no uncertain terms that the sheer drag of concentrated poverty can be just about crushing when it comes to improving education in our major cities. Too many of the children in our nation's biggest cities are getting short changed when it comes to getting a quality education and that, in many respects, is an understatement.

President Clinton has made education his number one domestic priority and we will continue to help urban school districts do the hard work of making change happen. The administration's FY 99 education budget will reflect major new investments with a special emphasis on fixing failing schools, higher standards, school construction and upgrading teacher quality. City governments, states and the private sector must do their part as well and assume more responsibility for improving education.

Some will look at this report and say 'what's new,' the poor have always gotten a rotten education. But in these new economic times I do not think we can even think of giving up on 25 percent of our children and assume that this country will prosper in the coming times. And I for one will not abide by the tyranny of low expectations that haunts too many of our urban schools.

It is important to note that some of the cities reported to have the most severe challenges are the very ones that have signed up to take voluntary national tests in fourth-grade reading and eight-grade math that some in Congress continue to oppose. These cities, to their credit, are being tough minded about adopting a "no excuses" standard and are willing to challenge their children to reach high standards. As this report notes many states are in the process of adopting standards but standards remain very uneven.

This report also tells us that we are not dead in the water when it comes to facing up to the challenge of improving American education. Twenty-two states have a "B-plus" or better for the quality of their standards, 20 states are upgrading their teaching standards and seven states have made "significant gains" on recent NAEP math scores. I am also pleased, as the report notes, that many states and communities are taking up the President's challenge to make sure that every child in the country is reading well and independently by the end of the third grade.

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Council of the Great City Schools

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News...News...**News...News...****Council of the Great City Schools**

1301 Pennsylvania Avenue, N.W. ♦ Suite 702 ♦ Washington, D.C. ♦ 20004

FOR RELEASE
January 8, 1998CONTACT: Henry Duvall
(202) 393-2427**America's Urban Public Schools the Focus
Of Renewed National Attention, Scrutiny****Support for Recent Progress Urged by Urban Schools Group**

WASHINGTON, Jan.8 – The Council of the Great City Schools, whose member urban school systems and others are the subject of a new report by *Education Week*, applauds the emerging national attention on public education for our inner city children--and calls on President Clinton and political leaders at all levels to step forward with immediate and constructive proposals to close the gaps and spur success in our schools.

"The gaps in student achievement, facilities, qualified teachers, funding and other resources—documented in "Quality Counts '98: The Urban Challenge"—while not new, are the results of years of national indifference. Closing these gaps will require efforts as grand as any this country ever made," said Michael Casserly, Executive Director of the Council, a coalition of the nation's largest urban public school systems.

"Now is the time when budgets are flush and the economy is soaring for the states and the federal government to raise their grades in providing adequate urban school support," said Waldemar Rojas, Chair of the Council and Superintendent of the San Francisco Public Schools. "At the moment, America is getting what it's paying for in urban schooling," Casserly added.

(more)

The Council of the Great City Schools renewed its call for a "Marshall Plan for Urban Schools" and stronger investment in urban school success on the heels of a new report by *Education Week* that documented long-standing achievement and funding gaps in big city schools nationally. The plan spells out what urban school leaders will do to improve their schools, and what they need from the federal government, the states, cities and communities to sustain progress.

The *Education Week* report, some of whose data were collected with support from the urban school group, is similar to prior reports published by the Council and others in highlighting the complexity of issues and difficulty of progress in what the organization calls "the last frontier of the democratic ideal."

Still, headway in urban schools is being made, according to the Council which pointed to more recent indicators of progress than "Quality Counts" was able to obtain. "Many city schools are beginning a comeback," claimed Casserly citing 1996-97 data showing increasing standardized test scores in San Francisco, New York City, Philadelphia, Seattle, Milwaukee, Houston, Chicago, Long Beach, Minneapolis and other cities. In addition, many cities showed increased SAT and ACT scores last Spring.

Voters in many cities are also beginning to show new confidence in their schools over the last year and a half by approving new operating levies and construction bonds at unprecedented levels in San Antonio, Los Angeles, Las Vegas, Oakland, Portland, Tulsa and other cities.

The signs of urban renewal prompted city school leaders last year to volunteer for President Clinton's Voluntary National Tests, form new partnerships with the nation's mayors, and develop a joint strategic plan for improving urban education—with or without additional resources.

The progress seen in the last year has created renewed hope in urban quarters that success is attainable. But the Council cautioned that further success will be halting and incremental without greater involvement, support and investment by the larger national community. "Neither the problems nor the solutions to urban education are found solely inside the city limits," said Casserly.

#

456-5581 Allison - for Mike ASAP

Statement of
U.S. Secretary of Education
Richard W. Riley

DRAFT

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↳ expanded opportunity

+ Tech
+ After-School

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Teach

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