

**HIGH HOPES
for College
for America's Youth**

February 4, 1998

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"I also ask this Congress to support our efforts to enlist colleges and universities to reach out to disadvantaged children starting in the sixth grade so that they can get the guidance and hope they need so they can know that they, too, will be able to go on to college."

--President Clinton, State of the Union address, January 27, 1998

Today President Clinton is announcing a new initiative to inspire more of our young people to have high expectations, to stay in school and study hard, and to go to college. This long-term investment -- starting with \$140 million in the FY 99 Budget -- would promote partnerships between colleges and middle or junior high schools in low-income communities, to provide children with the support they need starting in sixth or seventh grade and continuing through high school graduation.

TELLING FAMILIES EARLY: COLLEGE IS WITHIN REACH. Families need to know that college is affordable regardless of their income. High Hopes would provide children and their families at middle and junior high schools in low-income communities with a 21st Century Scholar certificate, an official, early notification of the amount of their eligibility for Federal college aid.

COLLEGE-SCHOOL PARTNERSHIPS PROVIDE CHILDREN WITH MENTORING AND OTHER SUPPORT. It takes more than money to go to college and succeed. To make the hope of a college education a reality, degree-granting colleges (including 2-year institutions) would be encouraged to establish partnerships with middle and junior high schools with large concentrations of low-income children. Working with parents, community and religious groups, and businesses, the partnerships would provide information about what it means and what it takes to go to college, as well as support services -- such as mentoring, tutoring, college visits, summer programs, after-school activities, and counseling -- to help the children stay on track. The partnerships will help ensure that children have access to the rigorous core courses that prepare them for college and let parents know how they can help their children prepare for college.

STAYING WITH THE CHILDREN THROUGH HIGH SCHOOL GRADUATION. This new initiative will be flexible, allowing partnerships to design their own efforts based on local needs and resources. But to be most effective in increasing college attendance by low-income youth, the programs must be based on experience with strategies that work, and must:

- begin not later than middle or junior high school (the 6th or 7th grade);
- continue to provide help through high school; and,
- serve a whole cohort of students (such as an entire sixth grade).

HIGH HOPES COULD REACH 2,500 MIDDLE SCHOOLS, MORE THAN 1 MILLION STUDENTS. The President's Budget calls for a \$140 million investment in new High Hopes partnerships in 1999, and an additional \$70 million for new partnerships in each of the years 2000 and 2001 (as well as continuation funds for the original partnerships). If each project begins with one sixth or seventh grade class, this would fund partnerships with up to 2,500 middle and junior high schools. If each project adds an incoming class each year, more than 1 million students would be served over five years.

THE NEED FOR *HIGH HOPES FOR COLLEGE* AND EVIDENCE THAT INTENSIVE EARLY INTERVENTION WORKS

High Hopes for College uses college-school partnerships to help children in low-income communities develop the aspirations and skills needed to go to college as early as the 6th grade. It will help them understand how they can go to college by informing them about college options, academic requirements, costs, and financial aid, and by providing support services -- including tutoring, counseling, and mentoring -- to keep them on track through high school graduation and into college.

The Need for a College Education: College graduates today can expect to earn at least \$600,000 more over their lifetime than high school graduates; this amount has doubled in the past fifteen years, and is likely to continue to grow [Census Bureau, 1993], making a college education even more important than ever before. Yet:

- Only 43 percent of children from low-income families [bottom 20 percent of income distribution] enroll in college after high school, compared to almost 83 percent of children from high-income families. [U.S. Dept. of Education, *National Education Longitudinal Survey (NELS) 1988*]
- Among high test-scoring students, students from low-income families are *five times* as likely not to go to college as students from high-income families. [NELS 1988]

The Importance of Academic Information: To get into and complete college, more low-income middle and junior high school students and their parents need to learn about the importance of taking key courses as early as the 8th grade:

- Low-income students who take algebra I and geometry are almost *three times* as likely to attend college as those who do not (71 percent vs. 27 percent). [NELS 1988]
- Although taking algebra by the 8th grade is considered a gateway to college preparatory courses and going on to college, only 15 percent of low-income students [bottom 1/3 of income distribution] enroll in algebra by the 8th grade. [National Assessment of Educational Progress (NAEP) 1996]

The Need for Information on College Costs and Financial Aid: College costs are not nearly as high as many families assume, and many do not know that there are many financial aid programs like Pell grants, federal work-study, and loans, making college more affordable than ever before:

- Among low-income, high-test score students who are not planning on attending college, nearly 60 percent cite an inability to afford school as the reason. [NELS 1988]
- About 80 percent of children whose parents read materials about financial aid go on to college, compared to only 55 percent of children whose parents do not read this material among 12th graders interested in continuing their education after high school. [NELS 1988].
- A survey in 1996 found that the public overestimated the tuition of public two-year colleges by \$2,330 (about 3 times actual average tuition), of public four-year colleges by \$3,148 (over twice actual average tuition), and of private four-year universities by \$4,990 (almost 1/3 more than actual average tuition). [American Council on Education, 1996]

The Need for *High Hopes for College* Partnerships: While some existing programs successfully help low-income children get ready for college, there are too few of these programs and reach only a small number of students. These programs often start too late in encouraging students to take the core courses needed for college, and they do not provide the intensive, sustained support that studies show is necessary for success. *High Hopes for College* is intended to change this and create a national ethic that all colleges should partner with at least one low-income school starting in the 6th or 7th grade, and work with the students to ensure that they have the opportunity and are prepared to go to college.

Evidence Supporting Proposed Strategy: Studies show that successful programs helping low-income students at the middle or junior high school level include tutoring, counseling, and mentoring, as well as information about college, financial aid, and careers. [Consuelo Arbona, *First Generation College Students: A Review of Needs and Effective Interventions*. Decision Information Resources, 1994] These strategies are employed in such programs as:

Advancement Via Individual Determination (AVID): AVID joins colleges with middle or high schools in developing classes to provide low-income students with academic assistance, information about college preparatory courses and financial aid, tutoring, and other supports to encourage them to go to college. Several independent evaluations of AVID (including the state of California, the state of Kentucky, the University of California at San Diego, and the Guthrie-David Research Group, which are available through the AVID Center in San Diego) have found that:

- Nationwide, 93 percent of AVID graduates enroll in college and 60 percent are accepted in four-year institutions. In San Diego, 89 percent of AVID graduates are still enrolled in college after two years. [AVID Center]
- In San Diego, 55 percent of African American AVID students and 43 percent of Latino AVID students enroll in 4-year colleges compared to national averages of 33 percent and 29 percent, respectively. [AVID Center]
- In 1996-97, 90 percent of high school AVID students nationwide were enrolled in college preparatory courses. [AVID Center].

I Have A Dream (IHAD): Eugene Lang's IHAD program provides an entire grade of low-income students with a comprehensive set of services, including intensive mentoring and academic support and an early guarantee that their college tuition will be paid for by a combination of public and private resources. Studies collected by the IHAD Foundation show that:

- The original IHAD class of Dreamers exceeded expected educational outcomes: in a school where the projected graduation rate was 25 percent, 67 percent received high school diplomas, 17 percent received GED certificates, and 62 percent entered college. [IHAD Foundation]
- 75 percent of Chicago Dreamers in the class of 1996 graduated from high school, compared to only 37 percent of control group students. [Univ. of Illinois at Chicago, 1997].
- In Denver, 80 percent of IHADs first class of Dreamers graduated on time in June 1995, and another 7 percent graduated in 1996. By contrast, the Denver Public Schools estimate that the on-time graduation rate for all its students is about 60 percent. Some 60 percent of the IHAD graduates then went on to college and another 8 percent entered the military or vocational studies [IHAD Foundation].

Upward Bound: The U.S. Department of Education's Upward Bound program reaches out to low-income and disadvantaged youth at the *high school* level. Studies show that Upward Bound is effective in getting students to take more academic coursework. For example:

- Upward Bound students took 17 percent more academic course work than members of a control group, notably in English, science, math, foreign languages and social studies. [The National Evaluation of Upward Bound: The Short-Term Impact of Upward Bound: An Interim Report. U.S. Dept of Ed, May 1997]
- Upward Bound students achieve similar grades as those in a control group while undertaking a stronger academic curriculum. [The National Evaluation of Upward Bound: The Short-Term Impact of Upward Bound: An Interim Report. U.S. Dept of Ed, May 1997]

Examples of Mentoring and Early Intervention Programs

The Early Scholars Outreach Program, University of Washington

The Early Scholars Outreach Program (ESOP), established in 1987, is a partnership between the University of Washington (UW) and nine Washington State middle schools with large enrollments of disadvantaged students underrepresented in higher education. The program's aim is to increase the number of students who are enrolled and participating competitively in a college preparatory curriculum by the time they reach the 9th grade.

During the school year, high achieving UW students from similar backgrounds serve as role models and provide tutoring and mentoring. The ESOP provides these 6th, 7th, and 8th-graders with visits and overnight stays on the University campus, where they visit academic departments, hear presentations from faculty, participate in study skills workshops, and interact with UW students in a variety of settings. A series of workshops are held for parents to help families establish home environments that promote academic achievement. As a bridge to high school, incoming 9th-grade participants take part in a six-week summer enrichment program that provides training in reading, writing, language arts, mathematics, computer applications, and study skills.

Since 1987, 2,855 students have participated in ESOP. A UW study indicates that between 1992 and 1995, the grade point average of participating vs. non-participating ESOP students was 2.90 and 2.26, respectively. Ninety-seven percent of ESOP student graduate from high school, and 77% of those tracked report attending a 2-year or 4-year college. To date, of the 53 accepted to the University of Washington, 30 are currently attending.

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Advancement Via Individual Determination (AVID), San Diego, California

In Advancement Via Individual Determination (AVID), college and middle or high school partners jointly develop the curriculum for an academic class designed to provide low-income students and first-generation college goers with academic assistance, tutoring, information about college preparatory courses and financial aid, and other encouragement to enroll in college preparatory courses and apply for college. AVID's structure includes a regularly scheduled academic elective, a rigorous curriculum, structured tutorials, and parent training. The program is administered by a site team composed of the AVID coordinator, the principal, core academic teachers, and students--all of whom meet monthly to discuss effective practices for accelerating student performance and removing barriers to rigorous curriculum. Local college students serve as tutors and mentors for AVID students, working with them in small groups and individually during the AVID class. AVID serves more than 30,000 students in almost 600 schools in 11 states, as well as Department of Defense schools in 13 countries.

Program data indicate that more than 92% of AVID graduates enroll in college (60% in four year institutions), with 89% still in college after two years. Also, 55% of African-American AVID students, and 42% of Latino AVID students enroll in 4-year colleges. In 1996-97, 90% of high school AVID students nationwide were enrolled in college prep courses, and 28% of middle school AVID students were enrolled in at least one honors level course.

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**Early Outreach Hispanic Math/Science Education Initiative, University of Illinois at Chicago (UIC),
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The Hispanic Math/Science Education Initiative (HMSEI), designed to increase the number of Latino students who are prepared to enter college and professional careers, partners the University of Illinois At Chicago Early Outreach Program, Malcolm X College, Benito Juarez High School, Roberto Clemente High School, and their feeder middle-schools. Program activities include academic enrichment in math, science, reading and composition; mentoring; career awareness forums; tutoring; exposure to a college environment; and a forum for parents to share information and concerns through the HMSEI Parent Network. The program convenes on the Malcolm X College campus on Saturdays, October through May. In addition, 12th graders in the program participate in a High School/ College Transition Program. Program mentors include undergraduate/graduate students from the UIC Colleges of Engineering and Medicine as well as professionals from diverse walks of life.

The HMSEI is currently in its 7th year. The program has measured its effectiveness by the number of HMSEI students electing science and math courses in high school (81%), the number completing high school (100%), and the number entering college (75%).

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Campus Partners Mentoring Program, Xavier University, New Orleans, Louisiana

The Xavier University mentoring program, founded in 1989, matches college students with 6th- through 8th-graders from two partner schools. The goals of the program are to provide youth with alternative life/work options through increased exposure to educational and career planning resources; and to provide a match with a college mentor to provide critical academic assistance and cultural awareness.

College student volunteers in Campus Partners are required to attend a three day training session designed to introduce the volunteer to the dynamics of working with students labeled "at-risk. " Required bimonthly meetings are designed to allow volunteers to reflect on their past experiences and plan appropriate workshops for the entire Campus Partners program. Required Journal entries allow volunteers to keep a log of the experiences with their mentee and also allow the Coordinator of Volunteer Services to ensure a productive relationship between the mentor and mentee.

Campus Partners serves approximately 50-60 6th- through 8th-graders per year. Youth are matched with college student volunteers using an interest survey. The mentor and the youth develop goals for the relationship. Each month, mentors and youth meet twice one-on-one and once as a group for "rap" sessions on such themes as goal-setting, personal relationships, communication, and personal health maintenance. Other activities include life planning activity sessions and tutoring. Pre- and post-surveys have indicated attitudinal changes toward academics, enhanced employment outlook, and improved self-concept through working cooperatively with others and relating in new, constructive ways.

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I Have a Dream Foundation

In 1981, Eugene Lang promised to give each sixth grade student at P.S. 121 in East Harlem a scholarship for college after they graduated high school. Learning that 75% of the students were projected dropouts, Lang organized a program of support services to keep them in school and eventually enable them to use his scholarship. This originated the "I Have a Dream" Program (IHAD). In 1986, Lang established the "I Have a Dream" Foundation to assist others seeking to sponsor similar IHAD projects by adopting entire elementary school grades or entire 8-9 year old age groups in public housing developments. IHAD has grown to now include 170 projects in 63 cities with over 15,000 children--"Dreamers."

IHAD serves its Dreamers with services that include counseling, mentoring, tutoring and cultural and recreational activities, personally involving thousands of sponsors and volunteers with enriching inputs from businesses, community groups and over 200 colleges and universities. One of many creative examples: MBA students at Stanford University's Business School joined to raise funds for, launch, and conduct the IHAD-East Palo Alto in 1992. Support activities included an entrepreneurial venture called *Kidz in Biz*-- a greeting card business, in which Dreamers created the logo, designed the cards, and planned and carried out production and successful marketing strategies. Similarly, older Dreamers of IHAD Chicago, in association with college students, spent the summer building playgrounds in vacant lots in inner city neighborhoods in addition to their remedial coursework.

The success of IHAD is reflected in many studies. Results of a national survey of Dreamers found that: 69% got high school diplomas, 17% got GED certificates, and 62% entered college. In Chicago, 75% of 1996 Dreamers graduated from high school, compared with only 37% of control group students.

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Passport to College, Riverside, California

Passport to College, initiated in Fall of 1996, is a collaboration of Riverside Community College, the Riverside County Office of Education and six area unified school districts who, together with the active commitment of businesses and individuals throughout the region, seek to make a college education possible for an entire class of students enrolled in the Riverside Community College District.

Passport to College involves teachers, students and parents in a continuum of activities from the 5th to 12th grades, including campus tours, classroom presentations, teacher training workshops, parent meetings (in English and Spanish), financial aid workshops and other activities. Mentors include Riverside Community College student ambassadors, and community, business, and civic leaders who participate in the program. Riverside Community College guarantees admission to all 11,500 participants in the program who graduate from high school, and for the class of 2004, last-dollar scholarships (after grant aid and other scholarships) for two-years of full-time tuition and fees at RCC. Four area four-year institutions of higher education--University of California-Riverside, La Sierra University, University of Redlands, and California Baptist College--have agreed to offer additional scholarship support for Passport students to complete their undergraduate degrees after completing two years at RCC.

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The Berkeley Pledge, University of California, Berkeley, California

The goal of the Berkeley Pledge, established in September 1995, is to preserve the diversity of the campus through stronger partnerships with K-12 schools and districts; statewide recruitment activities; removal of financial barriers to University study; enhancement of Berkeley's undergraduate support programs; and promotion of undergraduates to graduate study and professional careers. The Berkeley Pledge Partners include other UC campuses, K-12 administrators and teachers from the four surrounding school districts, community non-profit agencies, school volunteer placement programs, industry partners, city and government funding agencies, and Berkeley's Interactive University project (a U.S. Department of Commerce project linking UC Berkeley and K-12 through the Internet). In the 1997-98 academic year, the neighboring Community Colleges will join the partnership.

Through the pledge, over forty schools with high-minority, low-income populations receive targeted services for teachers, students, and parents, as well as assistance with curriculum enrichment. These programs include one-on-one and group activities for students, as well as in-class support to the teachers. Mentors and tutors serving in this program are UC faculty, staff and students, as well as community volunteers.

There have been significant gains in mathematical student achievement in participating elementary and middle schools, as well as increases in enrollment and performance in college preparatory mathematics and advanced math classes. Future evaluations will measure literacy gains, individual and class grade point averages, standardized test scores, in-house assessments, college prep course enrollments and grade performance in these courses, college applications and enrollments.

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Early Identification Program (EIP), George Mason University, Fairfax, Virginia

George Mason University (GMU) and the Fairfax County Area II Public Schools developed the Early Identification Program (EIP) in 1987 to increase the number of minority students who enter college. Since then, partnerships have also been formed with Arlington County Public Schools (since 1988) and Prince William County Public Schools (since 1991). Other partners in the program are Booz Allen and Hamilton, Mobil Corporation, NationsBank and Crestar Bank.

EIP selects minority students with academic potential and provides year-round tutoring and other support throughout high school. EIP features a mandatory Summer Academic Academy prior to 9th grade, taught on the GMU campus by a staff of 14 outstanding local teachers, university professors, and local business men and women. Special projects in math, English, science and computer science encourage active class participation and critical thinking, develop confidence and motivation, and serve as a preview of upcoming fall courses. During the school year, GMU students hold tutorial sessions after school at local high schools and at GMU. Mobil Corporation funds the program's math review days, which take place once a month for 4 hours on GMU's campus. In addition to tutoring, EIP has a small mentoring component with Booz Allen and Hamilton that is in its third year. Students also attend Saturday Workshops every eight weeks on the GMU campus, which provide academic and cultural enrichment and educational field trips. Detailed student information is maintained on courses, grades, SAT scores, attendance, and college-application status.

Parents and students sign a contract specifying parental and student responsibilities regarding attendance, academic effort and parent participation over the next four years. The parental contact is maintained through regular correspondence, workshops, and an active Parent Council. Parents are required to participate in 2-1/2 hour Strengthening the Family workshops over the course of 4 weeks. The Strengthening the Family curriculum was designed by the National Coalition of Social Services and Mental Health Organizations

(COSMOS) as part of the Concerned Parents Project. The workshops, which are taught in Spanish and English, are designed to increase parents' understanding of the educational system, in the hopes that parents become more involved in their children's schoolwork. Parents also learn communication skills and better methods of child discipline.

The program reports that they have graduated 6 classes from high school, and have a 71 percent retention rate. Of those who completed 4 years in EIP, 95 percent go on to college.

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“Tell Them We Are Rising” Program, Temple University, Philadelphia, PA

The “Tell Them We Are Rising” Program (TTWAR) began in 1988 when Dr. Ruth Hayre promised 116 sixth grade students in two Philadelphia schools the guarantee of tuition for postsecondary education if they graduated from high school. The purpose of the program was to help students finish high school; to provide financial assistance to attend a postsecondary institution, and to offer support through program intervention.

The students were economically disadvantaged and drawn from neighborhoods with high concentrations of poverty. They attended schools mired in failure-- less than half of the high school students graduate in four years. TTWAR provided a broad range of intervention services to the students during their middle and high school years including mentoring, tutoring, parental workshops and a students' club. The intervention services were geared to address and eliminate major barriers to student success, such as family difficulties, the lure of the streets, poverty, teenage pregnancy and low expectations of both school and family.

A comprehensive evaluation of the program after nine years provides evidence of the success. For example, a significantly greater percentage of the students in the program graduated from high school compared to a similar comparison group. In addition, the tuition incentive generated the involvement of parents and public school and university educators to provide the support and guidance seen as critical for disadvantaged children at-risk for failure.

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Community Mentor Program, St. Edward's University, Austin, Texas

The Community Mentor Program (CMP) was founded in 1990 with a grant from the W.K. Kellogg Foundation to address the needs of minority youth at both the elementary and college levels. CMP seeks to promote student retention, academic achievement, career exploration and community service for both St. Edwards University student mentors and for more than 500 Austin Independent School District elementary school children.

Each year the program places 70 or more university students from migrant or low-income families as mentors, the majority of whom enrolled at St. Edward's through a program for children of migrant or seasonal farm workers. Mentors develop a school-based relationship with a minimum of 5 children under the supervision of an elementary school classroom teacher. Each mentor provides 450 hours of service during the academic year and receives a stipend. These CMP participants are considered a “Service-Learning Corps” and conduct their service as Americorps members.

CMP is a partnership between St. Edward's University, seven local elementary schools and several other community agencies. The program currently receives financial support from the Corporation for National

Service as well as numerous local, state and private foundations. Outcomes of the program include improved academic performance and classroom behavior for children mentored in the program, and a higher graduation rate for CMP mentors compared to a comparison cohort of SEU students.

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Georgia Post-Secondary Readiness Enrichment Program (PREP)

Georgia's Postsecondary Readiness Enrichment Program (PREP) is an academic support and outreach program aimed at middle school students. The University System of Georgia administers PREP in conjunction with the Georgia Department of Education and the Georgia Department of Technical and Adult Education, and is funded with a combination of public and private support.

PREP is designed to help middle-school students-- beginning in their seventh grade year-- and their parents make timely and informed decisions regarding higher education and career goals. It serves as a safety net for students who may need academic intervention and other support systems to meet heightened admission requirements which go into effect in 2001 for the state's 34 public colleges and universities. The program targets students at-risk students and guides them toward admission into Georgia's public colleges, universities and technical schools, broadening the choices they will have after high school graduation. Visits to college campuses, tutoring and mentoring, career exploration, technology instruction and leadership development are a few of the advantages that students receive from participation in PREP.

PREP has admitted a new group of seventh graders each year since the program's inception in 1995 and currently serves three classes of students in grades 7-9. Last year, more than 6,000 students actively participated in PREP, and another 33,000 students visited the University System's 34 campuses during Middle School Visitation Days. The program has the potential to touch 200,000 students by 2001. Beginning this academic year, close to 300 college students and high school honors students have been enlisted to provide morning, after-school and Saturday one-on-one or group mentoring. Also new this year, PREP students perform community service, including working with senior citizens in nursing homes, planting urban gardens, and working with non-profit agencies such as the Red Cross.

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Neighborhood Academic Initiative, University of Southern California

The USC Neighborhood Academic Initiative (NAI) sponsors programs that deliver proven educational and social services to low-income, minority students and families residing in communities contiguous to USC. NAI formed partnerships with area middle-schools to provide their students an opportunity to acquire the various skills necessary to gain admission to USC. Using public and private resources, the Initiative funds four related programs.

The Pre-College Enrichment Academy provides low-income minority students daily accelerated classes, special activities and projects designed to help them acquire the academic skills necessary to succeed at the university level. Students who fulfill the Academy's requirements from middle through senior high school and qualify for admission to USC will be awarded a four-and-a-half year tuition scholarship to complete an undergraduate degree. Seventy seventh-grade scholars (35 from each of two local middle schools) who are capable of "C" work in all subjects are admitted each academic year. Tutoring is offered on the USC campus or at school, and scholars attend the USC/Aetna Saturday Academy for 4 hours each week for instruction in communications, computer skills, math and science.

USC's Family Development Institute (FDI) implements programs in adult literacy, parenting and other areas to help low-income families prepare themselves and their children for educational, occupational and social success. Current and retired faculty provide required workshops, classes and field trips to help parents to reinforce principals taught in the Academy.

The two other components of the program are: a Retention Program to help former Academy scholars who attend USC through tutoring, counseling, peer/ faculty mentoring and faculty instruction; and a Research and Evaluation component which evaluates the overall effectiveness of NAI programs.

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Pace Hispanic Outreach Program (PHOP), White Plains, NY

The Pace Hispanic Outreach Program (PHOP) is a unique tutorial program for Hispanic immigrant students at the White Plains High School. This program, a collaborative effort involving the White Plains School District, Pace University and Centro Hispano (a community organization serving Hispanics in White Plains), is dedicated to insuring that these immigrant students stay in school and graduate with the necessary skills for success in college and/or the job market. In 1997, 13 bilingual Pace students tutored 104 White Plains High School students in English, mathematics and social studies. One-to-one tutorial sessions are held during study hall periods and are designed to complement and reinforce classroom instruction. In addition, the program enlists high school counselors to provide weekly clinics to help high school seniors prepare college applications, financial aid forms and essays. Active community support and parental involvement help build confidence among participants by reducing the sense of powerlessness that language barriers cause in some Hispanic families.

Results of a 1995-96 study of 54 PHOP participants found that students who participated in the program: experienced a smooth transition to the White Plains school system from the schools of their country of origin; received higher grades than comparable non-participants; and were more involved in community activity. In addition, the study found that all the program's graduating students are planning to attend college. PHOP students emerge as community leaders, with many of them becoming tutors at other schools in the district to "give back" to the community.

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Rhode Island Children's Crusade for Higher Education, Providence, Rhode Island

Founded in 1989 by the Commissioner of Higher Education, the Rhode Island Children's Crusade for Higher Education (RICCHE) is a statewide public-private partnership to ensure that low-income children graduate from high school and continue their education. RICCHE operates through partnerships with schools, local agencies, college-preparation programs, higher education institutions, the RI Office of Higher Education, and federal programs such as AmeriCorps, the Department of Education's National Early Intervention Scholarship and Partnership (NEISP) program, and the National Crime Prevention Council's Teens Crime and the Community program. Children enroll as Crusaders in the third grade by making a pledge to work hard in school and to avoid alcohol, drugs and early parenthood. At the heart of the program is a ten-year series of age-appropriate interventions that help to keep students on track for higher education. Those who succeed and financially qualify may take advantage of scholarships equivalent to tuition at the University of Rhode Island. Sixty-seven trade schools, colleges and universities have agreed to donate scholarships to Crusaders accepted to their schools. The value of these pledges is \$45.6 million. In addition, RICCHE has established a scholarship fund, currently valued at \$8.8 million.

There are 17,400 Crusaders in the third through ninth grades. Program activities take place during the school day, after-school, on weekends and during the summer. The RICCHE AmeriCorps program provides mentors who serve as role models and advocates for youth. They provide support on a day-to-day basis as they see Crusaders in the schools, meet with parents and teachers, undertake service projects with the students, and link them to community resources. RICCHE's NEISP project matches college mentors with middle schoolers in weekend and summer adventure education programs that build leadership, teamwork and communications skills. The Crusade has also established relationships with Upward Bound, Education Talent Search and others to take advantage of support programs that help Crusaders learn about educational options, financial aid, and required courses for entrance into higher education institutions.

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University Park Campus School (UPCS), Clark University, Worcester, MA

The University Park Campus School (UPCS), a joint project of Clark University and the Worcester School Department, is a free neighborhood-based school that is part of the Worcester public school system. Every student who enters and completes UPCS and then passes Clark University's entrance requirements will be able to attend Clark for four years tuition-free.

Still in its first year, UPCS serves only seventh grade students, and will enroll a new group of seventh graders each year until the school has the full grades 7-12 format. The 35 students in the school's first class are mostly low-income and from diverse backgrounds. Students attend UPCS from 7:45 to 4:00 Monday through Thursday, and participate in community service and special seminars on Fridays from 8:30 to 3:00. In addition to their regular courses, UPCS students have daily, targeted review sessions; take special classes with Clark professors and students; and everyone, including the teachers, must read during a half-hour of silent time each morning. Many parents volunteer regularly at UPCS, and adult education courses are offered at the school during the evening. In addition, many Clark work-study students serve as tutors and mentors during after-school sessions.

According to *Education Week*, "in August 1997, school opened a full month early for students who wanted extra enrichment. Attendance was optional, but when the doors opened, every student showed up. Likewise, most of the students arrive early every morning and stay for an optional hour of after-school tutoring three days a week." The UPCS receives funding and support from a variety of sources, including the Worcester Public School system, local private foundations, and the U.S. Department of Housing and Urban Development's office of university partnerships.

*Contact: Jack Foley, Executive Assistant to the President
Clark University
Worcester, MA
(508) 793-7320*

ENDORSEMENTS of HIGH HOPES

- ▶ **58 Organizations and Associations**
- ▶ **302 College and University Presidents**
 - ▶ **68 Members of Congress**

February 4, 1998

Organizations Endorsing High Hopes

(Alpha)

ACT

American Association for Higher Education

American Association of Community Colleges

American Association of University Women

American Federation of Teachers (AFT)

American Mathematical Society

American School Counselor Association

Arizona Commission for Postsecondary Education

Association of American Universities

Association of Community College Trustees

Association of Jesuit Colleges and Universities

Association of Proprietary Colleges

Association of Women in Science (AWIS)

AVID Center

Big Brothers and Big Sisters of America

Boys and Girls Clubs of America

Campus Compact

Career College Association

Carol Cataldo & Association Inc.

Chicago Public Schools

College Bound Foundation

Communities In School, Inc.

Community Academy Public Charter School

Consortium of Universities of the Washington Metropolitan Area

Council of Independent Colleges (CIC)

Hispanic Association of Colleges and Universities

League of United Latin American Citizens (LULAC)

Maryland State Mentoring Resource Center, Raise Inc.

Mathematical Association of America

Mentoring USA

Metro Area Housing Program

NAACP

National Association for College Admission Counseling (NACAC)

National Association for Bilingual Education (NABE)

National Association for Equal Opportunity in Higher Education

National Association of Elementary School Principals

National Association of High School Equivalency Programs - College Assistance Migrant Programs

National Association of Migrant Educators

National Association of Student Employment Administrators

National Association of Student Financial Aid Administrators (NASFAA)

National Coalition on Black Voter Participation, Inc.

National College Access Network (NCAN)

National Council of Churches - Washington Office

National Middle School Association

National Puerto Rican Coalition

National Student Campaign Against Hunger and Homelessness

One to One/The National Mentoring Partnership

PIRG's Higher Education Project

Public Education Network

School-College Partnership

The College Board

The Union Institute

U.S. Student Association

University Continuing Education Association (UCEA)

Urban Family Institute

Volunteers of America

YMCA of the United States of America

Young Democrats of America

College and University Presidents
Endorsing High Hopes
 (Alpha by State)

State	College/University	President/ Chancellor	First Name	Last Name
AL	Spring Hill College	President	Gregory F.	Lucey, SJ
	Talladega College	President	Joseph B.	Johnson
AZ	Arizona State University	President	Lattie F.	Coor
	Central Arizona College	President	John J.	Klein
	Cochise College	President	Karen	Nicodemus
	Glendale Community College	President	Tessa M.	Pollack
	Phoenix Therapeutic Massage College	Director of Education	Frank A.	Puglia
	University of Arizona	President	Peter	Likins
CA	California Lutheran University	President	Luther S.	Luedtke
	California Maritime Academy	President	Jerry A.	Aspland
	California Polytechnic State University, San Luis Obispo	President	Warren J.	Baker
	California State University	Chancellor	Charles B.	Reed
	California State University Long Beach	President	Robert C.	Maxson
	California State University Los Angeles	President	James M.	Rosser
	California State University Monterey Bay	President	Peter P.	Smith
	California State University San Bernadino	President	Albert K.	Karnig
	California State University Stanislaus	President	Marvalene S.	Hughes
	California State University Hayward	President	Norma S.	Rees
	California State University San Marcos	President	Alezander W.	Gonzalez
	California State University Sacramento	President	Donald R.	Gerth
	California State Polytechnic University, Pomona	President	Bob H.	Suzuki
	California State University Northridge	President	Blenda S.	Wilson

CONSULTATIONS FOR SCHOOL-COLLEGE PARTNERSHIPS

Higher Education

American Council on Education (ACE)
American Indian Higher Education Consortium (AIHEC)
American Association of State Colleges and Universities (AASCU)
American Association of Universities (AAU)
American Association of Colleges of Teacher Education (AACTE)
American University
American Math Association for Two-Year Colleges (AMATYC)
American Association of Collegiate Registrars and Admissions Officers
American Association of Community College Trustees (AACCT)
American Association of Higher Education (AAHE)
American Association of Community Colleges (AACC)
Association of Jesuit Colleges and Universities (AJCU)
Association for Teacher Education (ATE)
California State University System
Columbia University
College Board
Council of Graduate Schools (CGS)
Council for Independent Colleges (CIC)
George Washington University
Georgetown University
Harvard University
Hispanic Association of Colleges and Universities (HACU)
Howard University
National Association of College Admissions Counseling
National Association of State Universities and Land Grant Colleges (NASULGC)
National Association of Graduate and Professional Students (NAGPS)
National Association of Student Financial Aid Administrators (NASFAA)
National Association of Independent Colleges and Universities (NAICU)
National Association of College and University Business Officers
Phi Beta Kappa
Phi Theta Kappa (two-year)
The College Board
Trinity College
United States Public Interest Research Group (USPIRG)
United States Student Association (USSA)
University of Michigan
Yale University

K-12

American Association of School Administrators (AASA)
American Federation of Teachers (AFT)
Chief State School Officers
Council of Great City Schools
National Association of Elementary School Principals (NAESP)
National PTA
National Association of Secondary School Principals (NASSP)
National Middle School Association (NMSA)
National Education Association (NEA)
National School Boards Association
National Coalition of Title I/Chapter I Parents
National Association of State Title I Administrators
National Association of Federal Education Program Administrators (administer Title I at the local level)

National Association of State Boards of Education (NASBE)
Public Education Network
State Directors of Special Education

Counseling/ Psychology

American School Counselor Association (ASCA)
American Counseling Association
National Association of School Psychologists (NASP)
National Association for College Admission Counseling

Civil Rights

American Association of University Women (AAUW)
Asian American Legal Defense Fund
ASPIRA
Education Trust
Leadership Council on Civil Rights
LULAC
MALDEF
McAdam Group (HEP/ CAMP)
NAACP
NAACP Legal Defense Fund
National Alliance of Black School Administrators
National Council of La Raza
National Association for Educational Opportunity (NAFEO)
National Coalition of Educational Opportunity Associations (NCEO)
Quality Education for Minorities (QEM)
State Directors of Migrant Education
United Negro College Fund

Community-Based Organizations

4-H
Big Brothers/ Big Sisters
Boy Scouts
Boys and Girls Clubs of America
Children's Defense Fund (CDF)
Family Service America
Girl Scouts
Urban League
YMCA
YWCA

Business

Business Coalition for Education Reform
GE Foundation "College Bound" Program
Hewlett Packard E-Mail Mentoring Program
National Employers Leadership Council

State/ County/ Local Government

Education Commission of States (ECS)
League of Cities
National Council of State Legislators (NCSL)
National Association of Counties
National Governors Association (NGA)
U.S. Conference of Mayors

Labor Unions

AFL-CIO
AFSCME
SEIU

Foundations

Bank America Foundation
Carnegie Corporation
Clark Foundation
Coca-Cola Foundation
College Bound Foundation/ National College Access Network (NCAN)
The Scholarship Fund of Alexandria (VA)/ National College Access Network (NCAN)
Dewitt Wallace Readers Digest
Ford Foundation
Junior League
"I Have a Dream" Foundation

Research/ Resource

American Youth Policy Forum (AYPF)
Campus Compact
Manpower Demonstration Research Corporation (MDRC)
Public/ Private Ventures
Rand Corporation
The Education Resource Institute (TERI)
Urban Institute

Other

ACT
Advancement Via Individual Determination (AVID), San Diego, CA
American Vocational Association
Council on Competitiveness
Dollars for Scholars
ETS
Marc Freedman (Author of The Kindness of Strangers)
National Council on Economics Education
National Collegiate Athletics Association
U.S. Catholic Conference

COLLEGE-SCHOOL PARTNERSHIPS

RECOMMENDATIONS FROM THE HIGHER EDUCATION COMMUNITY

<u>Recommendation</u>	<u>Recommended by:</u>	<u>Included in or allowed under proposal?</u>
Launch a competitive grant program that will make long-term, renewable grants	ACE	Yes
Projects should have the support and cooperation of local schools with which they work (collaboration and trust among all participants)	ACE/ NAICU	Yes
Built around highly personalized, sustained relationships between students and adult staff and/or volunteers	ACE	Yes
Allow flexibility (maintain current diversity of program structures)	NAICU	Yes
Full-time program coordinator and staff	NAICU	Yes
Don't duplicate or replace TRIO; strengthen and better fund TRIO before new programs are added	NAICU	Yes
Require some level of parental involvement	ACE/ NAICU	Yes
Insure continuity of financial support	NAICU	Yes
Provide training	NAICU	Yes
Involve community members	NAICU	Yes
Support a comprehensive national clearinghouse on early awareness/ early intervention programs.	ACE	Yes (proposal pending)
Grant application and accounting requirements should not be labor intensive and should be designed with the limited capacity of small organizations in mind.	ACE	Yes
Strengthen the effective private programs already in place, and not compete with them.	ACE/ NAICU	Yes
Maintain the integrity of current Title IV programs, such as Federal Work Study, and not dilute their primary purposes.	NAICU	Yes

<u>Recommendation</u>	<u>Recommended by:</u>	<u>Included in or allowed under proposal?</u>
Provide mentors for one-on-one and group activities	NAICU	Yes
Provide transportation for program activities	NAICU	Yes
Provide information on how to apply to college and assistance with completing college applications	NAICU	Yes
Provide financial aid information	ACE/ NAICU	Yes
Undertake a large-scale campaign to raise awareness among low-income students and parents about federal student financial aid.	ACE/ USSA	Yes (Early Information Campaign)
Provide academic counseling and monitoring of academic progress	NAICU	Yes
Provide systemic academic reform	ACE	Yes
Provide "last-dollar" scholarship	ACE	Yes (preference given to applications that provide last-dollar from other sources)
Provide meeting space	NAICU	Yes
Offer special summer activities	NAICU	Yes
Provide materials, books and supplies	NAICU	Yes
Provide assistance with college visits	NAICU	Yes
Provide access to college computer labs, science labs, and libraries for students and parents	NAICU	Yes
Offer stipends for college students that participate in the program	ACE/ NAICU	Yes
Bring students to college campuses as often as possible	NAICU	Yes
Grant should not be proscriptive with respect to the length, timing, or nature of eligible programs	ACE	No
Grant applications should discuss methods for preparing, training and supporting mentors	USSA	Yes

<u>Recommendation</u>	<u>Recommended by:</u>	<u>Included in or allowed under proposal?</u>
Preference should be given to grant applications who demonstrate how they will recruit and retain students from a variety of academic disciplines, including the hard sciences.	USSA	??
Grant applications should indicate the role fo the program coordinator and the structure this person will provide for the program and the mentors.	USSA	Yes
Grant application should discuss incentives for student mentors to participate and remain in the program.	USSA	Yes



December 19, 1997

Mr. Gene B. Sperling
Assistant to the President and
Director of the National Economic Council
The White House
2nd Floor, West Wing
1600 Pennsylvania Avenue, N.W.
Washington, D.C. 20500

Dear Mr. Sperling: *Gene*

Exactly one month ago, you addressed representatives of independent colleges and universities at our Fall Leadership Conference, announcing the development of a federal initiative to help disadvantaged and at risk middle and high school students prepare for college. As was demonstrated by the show of hands when asked which independent institutions already are engaged in an early intervention program, NAICU members have a great deal of experience in this area.

Our members took your request for advice on shaping this initiative in time for the State of the Union address quite seriously, and responded to a NAICU questionnaire immediately following your presentation. The results of our survey are enclosed, along with a few excellent illustrations of programs in which independent colleges and universities are integral partners. I hope that these materials help, as you continue to develop your plan during the next few weeks.

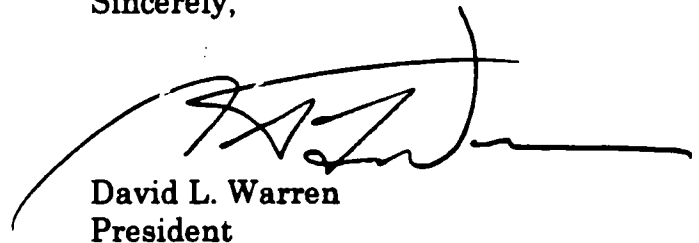
In addition to what is covered in our survey results, I would like to emphasize a few points that I hope you will incorporate into this initiative. Because a large number and wide variety of private programs are already in place, any new federal program should enhance what is currently working, and not compete with it. Secondly, the TRIO programs are excellent examples of federal programs that work well. Finally, as you consider funding vehicles for this initiative, I urge you to maintain the integrity of current Title IV programs, such as Federal Work-Study, and not dilute their primary purposes.

Mr. Gene B. Sperling
Page Two

I am very grateful for the high priority that President Clinton is giving to higher education. The nation's independent colleges and universities stand ready and willing to help in any way that we can, and encourage you to let us know if we can provide you any additional information.

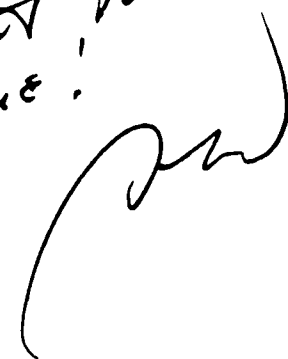
Best wishes for a happy holiday season and a wonderful New Year.

Sincerely,



David L. Warren
President

Gene
Thanks for your personal
commitment to this absolutely
vital issue.





Results of the NAICU Survey of Early Intervention Activities

Background

At NAICU's Fall Leadership Conference in November 1997, White House representatives discussed an administration initiative on "early intervention" that may be showcased in the president's State of the Union address. It is intended to build on the programs aimed at preparing and motivating disadvantaged or "at risk" middle and high school students to attend college.

The White House staff members were clearly impressed by the overwhelming show of hands, when conference participants were asked to indicate if they were already involved in such activities. They solicited advice to help shape the development of this federal initiative, taking advantage of the lessons that independent colleges and universities have learned.

The following survey results come from a brief questionnaire that NAICU sent to the conference participants. Independent college and university officials were asked to identify the activities that contributed most to the success of their early intervention programs; to suggest the most important and helpful ways to use funding in a new federal initiative; and to offer any comments on the advisability of a federal program, including comments on any barriers to success encountered by colleges and universities that should be avoided in a federal initiative. Fifty-one independent institutions responded in approximately one week in early December.

Activities for Success

Listed below are the factors most often cited as contributing to the success of these programs.

- mentors for one-on-one and group activities
- a full-time program coordinator
- transportation for program activities
- information on how to apply to college and assistance with completing college applications
- financial aid information
- academic counseling and monitoring academic progress
- meeting space
- special summer activities
- materials, books, and supplies
- assistance with college visits

- access to college computer labs, science labs, and libraries for students and parents
- stipends for college students who participate in the program

Suggestions for Federal Funding

The survey participants were asked to identify up to five of the most important and helpful ways to use federal funding. Several themes clearly emerged.

- **Build a strong program infrastructure.** More than any other suggestions, this was cited as a critical factor for a successful program, especially a full-time program coordinator and staff, transportation for program participants, and supplies.
- **Strengthen existing programs.** Many respondents are concerned that a new federal initiative will duplicate existing efforts. Federal TRIO programs and institutional early intervention programs are numerous and strong among our independent colleges and universities. TRIO programs should be better funded and strengthened before new programs are added. The potential of new federal funds should not constrain these successes. New federal dollars can be leveraged by enhancing existing programs.
- **Allow flexibility.** There is no single program model for success. The current diversity of program structures should be maintained and encouraged in any new federal program or funding.
- **Insure continuity.** Early intervention programs are not short-term investments. New and existing programs must be assured of continued financial support. Collaboration and trust among all participants are essential and require nurturing over time.
- **Provide training and stipends.** Working with at-risk students requires training. Many volunteers quickly become frustrated without some framework and guidance in working with the children. Furthermore, although several respondents had some philosophical disagreements with stipends, many agreed that they may be needed to attract the best students for the program. Several respondents saw success in the programs if college students participated who came from the community or may have been at risk themselves. These students are often the ones who need to work while in school.

Summary Comments

Among the comments on the general advisability of a federal program in early intervention, five themes emerged.

1. There is overwhelming support for a federal role in the early intervention partnership.
2. Do not duplicate the activities of the TRIO programs. They are successful and underfunded, and consideration should be given on how to build on that success.
3. Involve parents in the early intervention programs. Success can be difficult without their support
4. Involve as many community members as feasible. Without widespread support many smaller barriers can be magnified.
5. Bring students to campus as much as possible. It makes the possibility of college "more real" to the students.

Finally, there is no consensus among the respondents regarding the best target age group for early intervention. Responses varied from pre-kindergarten to high school.

December 1997

Early Awareness/Early Intervention Initiative

On November 13, 1997, the American Council on Education convened a small group of experts from organizations and institutions that conduct programs assisting and encouraging low-income young people to pursue postsecondary education. The purpose of this meeting was to discuss a possible Clinton administration initiative to encourage early college awareness and preparation among low-income youth and to formulate recommendations to the administration.

There was universal agreement within the group that programs to encourage and prepare low-income youth to enter postsecondary education are absolutely vital and that well designed programs are very successful. However, there also was widespread agreement that there is not nearly enough funding available to reach all of the students that need such services. Members of the group agreed that this is an area in which the federal government can make several useful contributions and expressed a keen sense of appreciation for the President's continued interest and work on behalf of low-income youth.

The group agreed on three recommendations:

- The Clinton administration should launch a competitive grant program that will make long-term, renewable grants to postsecondary institutions and consortia of institutions, national and regional organizations, and non-profit community groups to provide services to help elementary and secondary school students complete high school and pursue postsecondary educational opportunities. Because a number of programmatic models have proven successful around the country, the grant should not be proscriptive with respect to the length, timing, or nature of eligible programs. However, grant recipients should be subject to independent evaluation.
- The federal government should support a clearinghouse to share information about early intervention programs around the country, identify people who can provide advice and assistance to fledgling programs, and promulgate strategies that have proven successful.
- The Department of Education should undertake a large-scale campaign to raise awareness among low-income students and parents about federal student financial aid.

Competitive Grant Program

This program should be to provide long-term support to programs that help low-income students complete high school and enroll in postsecondary education. There are many successful models for these types of efforts - ranging from intensive programs beginning in elementary school like Eugene Lang's "I Have a Dream" project, to the systemic academic reform inherent in the College Board's EQUITY 2000 initiative, to "last dollar" scholarship programs in cities around the country. Further, almost every college and university in the country is engaged in some type of academic outreach or early intervention activity. Many institutions support numerous programs with different methods and target audiences. In light of this diversity, the new program should not be proscriptive with respect to the length, timing, or nature of eligible programs. No single type of intervention, be it mentoring or strengthened academic standards, is a panacea. Many ideas can work; it will be incumbent upon grant applicants to explain why the methods they have chosen are the best for their particular setting and target population.

However, the group did identify several attributes that often are essential to a program's success. First, projects should have the support and cooperation of the local schools with which they will work. In many cases, such as EQUITY 2000, a commitment of support from local schools is a prerequisite. Second, most programs require some level of parental involvement. Finally, most – but not all – successful programs are built around highly personalized, sustained relationships between students and adult staff and/or volunteers. Exception to this rule are the "last-dollar" scholarship programs that provide information, support, and the "last dollars" of needed funds to give motivated, low-income students an extra push toward college but that do not attempt to forge long-term relationships.

Those representing community-based programs were especially keen that the grant program avoid labor-intensive application and accounting requirements because these make it virtually impossible for small, volunteer-dependent organizations to participate. They urged that the application be kept short and simple and that the requirements for reporting results and accounting for funds be designed with small organizations in mind. They noted that some community-based organizations have been unable to compete for federal funds in the past because the application and reporting requirements were so complex that they would have had to hire a consultant to assist them – something they could not afford to do.

Clearinghouse

Several clearinghouse efforts already exist. The National Council of Educational Opportunity Associations maintains a clearinghouse on TRIO programs, and The Education Resource Institute has developed a clearinghouse on non-TRIO access programs. The group hopes that the Department of Education will work with these organizations to identify gaps that need filling and to determine the best method for supporting a comprehensive national clearinghouse on early awareness/early intervention programs.

Information Campaign

Research has consistently shown that most low-income parents and students are unaware of federal need-based student aid, especially the Pell Grant program. People in low-income communities should be just as aware of Pell Grants and other federal student assistance as they are of AFDC, Food Stamps, and Head Start. While the group welcomed the commitment of federal resources toward raising public awareness of federal student aid, they were concerned that the federal government may not have the requisite expertise to communicate effectively with low-income and language-minority families. The group hopes that the administration would work with organizations that have a proven track record of communicating with the target communities.

For more information, contact:

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**Early Awareness/Early Opportunity Meeting
American Council on Education
November 13, 1997**

Attendees

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Early Intervention/Mentorship Initiative

Recommendations from the U.S. Student Association

1) Grant applications should discuss methods for preparing, training, and supporting mentors. We believe mentor training, preparation, and support will be vital to the success of the programs. Mentors need to be prepared for the problems faced by many underprivileged children including child abuse, sexual abuse, lack of proper nutrition, health care, housing, etc. Mentors will also need sensitivity training and conflict resolution training to aid in their work both with the younger students and with their families. Mentorship training should also include workshops on financial aid and scholarship searches. Support systems for the mentors, whether formally provided through a class or informally provided through the program coordinator and peer counseling, will help the mentors with situational problems they encounter and offer opportunities for them to share ideas for success.

2) Preference should be given to grant applicants who demonstrate how they will recruit and retain students from a variety of academic disciplines, including the hard sciences. Students from fields such as engineering, computer science, and other hard science majors are typically more difficult to involve in mentorship programs, as their academic schedules are tightly structured and they have little room for courses or activities outside of their major. However, as mentors these students will prove very helpful in bolstering the future applicant pool for colleges and universities. By peeking the interests of their mentees, they will also help dissuade the tracking of these younger students into non college-preparatory high school classes.

3) Grant applications should indicate the role of the program coordinator and the structure this person will provide for the program and the mentors. Most mentors will want both structure and support from the program coordinator. Mentors will want to know the goals to be met with the mentees, so that they can monitor progress. Most mentors will also want aid from the program coordinator in planning events and activities. With their own busy schedules, college students are more likely to remain involved in a program that is well structured with activities planned in advance and that does not require them to make multiple logistical arrangements.

4) Grant application should discuss incentives for student mentors to participate and remain in the program. Suggestions include:

- academic credit
- financial aid either through work study or an independent stipend
- raises for those who participate for more than one semester

- summer housing, summer stipend and/or academic credit for those who participate during the summer
- loan forgiveness for those who participate for 2 or more years

5) The mentorship/early intervention initiative should be linked with a broad scale public relations campaign to raise awareness about financial aid. The campaign should aim to make students and families as familiar with opportunities for college education as they are with opportunities in the military. Television ads, targeted magazine and radio ads, billboards, and high school recruitment efforts should all be incorporated into the campaign.

Hispanic Education Investments

- Based on consultations with the Congressional Hispanic Caucus and the Hispanic Education Coalition (20 organizations), the FY99 budget includes substantial increases in the following programs:
 - Comprehensive School Reform**: \$30 million increase (25%) to these Title I demonstrations, will include new targeting to high-dropout schools;
 - Bilingual Education**: \$33 million increase (17%), *doubles* teacher training;
 - TRIO**: \$53 million increase (10%); includes \$40 million (20%) for **Upward Bound**;
 - Hispanic-Serving Institutions**: \$16 million increase (133%);
 - Migrant Education Program**: \$50 million increase (16%);
 - High School Equivalency Program (**HEP**): \$2.4 million increase (31%)
 - College Assistance Migrant Program (**CAMP**): \$2.9 million increase (138%)
 - Migrant youth job training demo: \$5 million (new)
 - Model ESL program: \$20 million (new), part of \$33 million increase (9%) for Adult Ed
 - Title I** (32% served are Hispanic): \$392 million increase (5.3%).
- Other major new education investments are targeted to disadvantaged populations or schools and will address the needs of Hispanics:
 - School Construction: twice as large as last year's proposal, more than \$10 billion over 10 years (new structure using tax credits on \$22 billion in bond authority);
 - Reduce Class Size, Well-Qualified Teachers: \$12.4 billion over 7 years, targeted using the Title I formula;
 - Education Opportunity Zones: \$200 million in FY 99, \$1.5 billion over five years, help high-poverty communities help children learn to high standards;
 - Teacher Recruitment and Training (urban and minority focus): \$350 million over five years (announced in fall);
 - Child Care Initiative: After-School program expansion, Head Start, Early Learning Fund to improve quality of child care programs
- The Administration is also exploring ways to reach high-poverty middle schools with a strong message about college opportunity, and to encourage colleges to partner with these schools to provide kids with mentoring, tutoring, counseling and other services through high school.
- **Non-budget actions.** Working with the Caucus, Latino groups, and the White House Initiative on Educational Excellence for Hispanic Americans, the Administration has identified a number of ways that we can improve programs and practices so that Latinos are better served. These will be announced soon.

**PRESIDENT CLINTON'S EDUCATION INITIATIVES:
STRENGTHEN THE FOUNDATION OF EDUCATION
AND DIRECTLY ADDRESS CRITICAL NEEDS
OF AMERICA'S CHILDREN AND SCHOOLS**

January 26, 1998

Five years ago, President Clinton set the nation on a course to achieve a balanced budget. At the same time, he made a commitment to invest the time, energy and resources to improve the educational opportunities of students of all ages. In this information and technology era, America's long-term competitiveness and prosperity will be determined by our willingness to make our schools better and help families pay for college.

In too many schools and classrooms across the nation, student learning is hindered by large class sizes, poor-quality academic facilities, and the threat of drugs and violence. Student learning can be enhanced by raising our educational standards across the board. The following initiatives will help address these problems and create safe, modern schools that promote quality teaching and learning:

- Modernize Schools for the 21st Century
- A National Effort to Reduce Class Size: Smaller Classes With Qualified Teachers
- Education Opportunity Zones: Strengthening Urban and Rural Schools
- After-School Learning Centers For America's Children

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Modernize Schools for the 21st Century

In order for students to learn and to compete in the global economy, schools must be well-equipped and they must be able to accommodate smaller class sizes. To address these and other critical needs, the President's FY 99 Budget will propose Federal tax credits to pay interest on nearly \$22 billion in bonds to build and renovate public schools. This is more than double the assistance proposed last year, which covered half the interest on an estimated \$20 billion in bonds. The new proposal provides tax credits in lieu of interest payments for investors in two types of bonds: School Modernization Bonds (a new proposal), and expansion of the Qualified Zone Academy Bonds (created last year). These tax credits will cost the Treasury \$5 billion over 5 years, and more than \$10 billion over ten years.

School Modernization Bonds

\$19.4 billion in zero-interest bonds (\$9.7 billion in 1999 and \$9.7 billion in 2000) is proposed for construction and renovation of public school facilities. The Department of the Treasury would allocate the rights to offer these special 15-year bonds to States, territories, and certain school districts that have submitted school construction plans to the Secretary of Education.

- Half of the bond authority would be allocated to the 100 school districts with the largest number of low-income children, in proportion to the number of such children served (the Title I Basic Grant formula), to provide assistance in accordance with each school district's plan.
- The other half would be allocated to States and territories to provide to school districts in need of assistance in accordance with each State's plan. The bond authority would be allocated according to the State's proportion of low-income children (Title I Basic Grant formula), except that children in the 100 school districts (above) would not be included in the count.

School Construction Plans: In order to receive a bond allocation, States, territories, and the eligible 100 school districts would be required to submit a plan to the Secretary of Education. The plans would (1) demonstrate that a comprehensive survey has been undertaken of the construction and renovation needs in the jurisdiction, including meeting requirements for access by persons with disabilities, and (2) describe how the jurisdiction will ensure that the bond funds are used for the purposes intended by this proposal, including the requirement that they will supplement, not supplant, amounts that would have been spent on construction and renovation in the absence of these bonds. State plans would also describe how they will ensure that localities with the greatest need -- as demonstrated by inadequate facilities coupled with a low level of resources to meet the needs -- would be served.

Qualified Zone Academy Bonds

This program, created by the Taxpayer Relief Act of 1997, provides a tax credit to pay interest on bonds for a variety of expenses (including building renovation) related to certain public school-business partnerships. The FY 99 Budget would expand these bonds to cover school construction, and would increase and extend the bond authority by \$2.4 billion (an additional \$1 billion, to \$1.4 billion, in 1999, and \$1.4 billion in 2000). This bond authority is allocated to States on the basis of their respective populations of individuals with incomes below the poverty line.

A NATIONAL EFFORT TO REDUCE CLASS SIZE: SMALLER CLASSES WITH QUALIFIED TEACHERS

January 26, 1998

REDUCING CLASS SIZE IN GRADES 1-3 TO NATIONWIDE AVERAGE OF 18. In his State of the Union address, President Clinton will propose a \$12 billion initiative over 7 years (\$7.3 billion over 5 years) to help local schools provide small classes with qualified teachers in the early grades. This will help make sure that every child receives personal attention, gets a solid foundation for further learning, and learns to read independently by the end of third grade. The new initiative will reduce class size in grades 1-3 to a nationwide average of 18, by providing funds to help local school districts hire and pay the salaries of an additional 100,000 teachers. States will receive funds for teacher training, and new teachers will be required to pass state competency tests.

Small Classes Make a Difference. Studies confirm what parents and teachers know from experience—small classes promote effective teaching and learning. In a landmark four-year experimental study of class size reduction in grades kindergarten through 3 in Tennessee, researchers found that students in smaller classes earned significantly higher scores on basic skills tests in all four years and in all types of schools. The effects of smaller classes were largest for students in inner-city classes. Follow-up studies have shown that these achievement gains continued after the students returned to regular-size classes after third grade. Teachers in the study reported that they preferred small classes in order to better identify student needs, provide more individual attention, and cover more material effectively.

A Competent Teacher in Every Classroom. To master the basics and learn to read well, students need teachers who are qualified to teach. President Clinton's class size reduction initiative will help provide qualified teachers in grades 1-3 by:

Requiring State Basic Skills Testing for New Teachers: States would be required to implement basic skills testing for new teachers, to ensure parents that new teachers have basic reading and math skills. Each state would select the tests it determines is most appropriate for this purpose. Most states have such tests. Participating states and school districts would also be required to ensure that individuals hired to fill these new positions be either fully certified, or making satisfactory progress toward full certification. School districts could use funds to provide teachers with the additional training needed to meet certification requirements.

Providing Funds for Teacher Training and Testing: 10% of the funds in this initiative can be used to promote high quality teaching by (1) training teachers in proven practices for teaching reading and in effective practices in small classes; (2) providing mentors or other support for newly hired teachers; (3) providing incentives to recruit qualified teachers to high poverty schools; and (4) testing new teachers before they are hired and developing more rigorous tests for beginning teachers.

Encouraging States to Adopt Rigorous Professional Tests and Upgrade Teacher Certification Requirements. Teachers should be able to demonstrate that they know the subject to be taught and have the necessary knowledge and skills to help their students reach challenging state academic standards. States would be encouraged to use a portion of their funds to toughen teacher certification requirements and to require new teachers to demonstrate competence. For example, states could use these funds to develop rigorous tests of subject matter expertise and professional knowledge that prospective teachers would be required to pass before they start teaching.

Holding Schools Accountable for Results. School districts receiving these funds would be required to show that each school is making measurable progress in improving reading achievement within 3 years, or take necessary corrective actions — such as providing additional teacher training, revising the curriculum, or implementing proven practices for teaching reading. School districts could lose funding if there is no subsequent improvement in reading achievement in those schools. School districts would also be required to publish an annual school report card, providing parents and taxpayers with clear information on student achievement, class size, and teacher qualifications.

Targeting Funding. Funds for the President's class size reduction initiative will be distributed to states on the basis of the Title 1 formula. Within the state, each high-poverty school district would receive the same share of these funds as it received under Title 1, and the remaining funds would be distributed within the state based on class size. Matching funds would be required from participating school districts, on a sliding scale ranging from 10-50%, with high-poverty districts contributing the least. Once a state has reached an average class size of 18 in grades 1-3, it could use these funds to further reduce class size in the early grades, or it could extend its efforts to other grades.

Providing Facilities for Additional Classrooms. In order to help school systems meet the need for additional classroom space, the President is (1) proposing a \$10 billion school modernization initiative over 10 years, that will provide incentives for communities to invest in local school facilities by leveraging \$22 billion in bonds during 1999-2000; (2) ensuring that changes to facilities in order to accommodate class size reductions is an allowable use of school modernization funds; (3) allowing for phased-in implementation of class size initiative to enhance state/local planning.

Building on Successful Reforms in Arkansas. As part of his comprehensive education reforms while Governor of Arkansas, Bill Clinton reduced class size in Arkansas to 20 in kindergarten and 23 in grades 1 through 3. His 1983 education reform plan also included a statewide intensive training program for elementary teachers and principals to improve teaching of reading, as well as basic skills testing for new teachers and basic skills and subject matter testing for experienced teachers.

**CLASS SIZE INITIATIVE
FIRST YEAR ALLOCATION
Initial Estimates**

<u>State</u>	<u>FY 1998</u>
Alabama	\$18,798,500
Alaska	2,582,684
Arizona	16,948,214
Arkansas	11,255,412
California	123,775,973
Colorado	10,486,875
Connecticut	10,226,945
Delaware	2,722,500
Florida	49,894,211
Georgia	28,996,899
Hawaii	3,002,253
Idaho	3,264,060
Illinois	48,546,200
Indiana	17,030,172
Iowa	7,751,102
Kansas	8,177,580
Kentucky	19,019,445
Louisiana	28,537,301
Maine	4,316,966
Maryland	14,780,655
Massachusetts	21,759,335
Michigan	48,682,108
Minnesota	12,936,107
Mississippi	18,599,632
Missouri	18,784,638
Montana	3,800,726
Nebraska	4,734,433
Nevada	3,295,673
New Hampshire	2,657,442
New Jersey	24,057,850
New Mexico	9,318,213
New York	101,247,267
North Carolina	20,747,668
North Dakota	2,656,033
Ohio	44,660,488
Oklahoma	12,948,826
Oregon	10,167,205
Pennsylvania	49,373,285
Rhode Island	3,657,146
South Carolina	14,035,900
South Dakota	2,894,782
Tennessee	19,191,869
Texas	94,146,440
Utah	4,929,582
Vermont	2,618,048
Virginia	16,407,512
Washington	16,163,147
West Virginia	10,946,862
Wisconsin	18,681,182
Wyoming	2,418,036
District of Columbia	3,209,436
Puerto Rico	39,159,179
BIA/Outlying Areas	11,000,000
Total	1,100,000,000

EDUCATION OPPORTUNITY ZONES: STRENGTHENING URBAN AND RURAL SCHOOLS

January 26, 1998

I challenge every school district to adopt high standards, to abolish social promotion, to move aggressively to help all students make the grade through tutoring, and summer schools, and to hold schools accountable for results, giving them the tools and the leadership and the parental involvement to do the job.

— President Bill Clinton, October 28, 1997

HELPING RAISE ACHIEVEMENT FOR STUDENTS IN HIGH POVERTY COMMUNITIES. President Clinton's Education Opportunity Zones initiative will strengthen public schools and help students master the basics where the need is the greatest: in high poverty urban and rural communities where low expectations, too many poorly prepared teachers, and overwhelmed school systems create significant barriers to high achievement. The Education Department will select approximately 50 high poverty urban and rural school districts that agree to: (1) use high standards and tests of student achievement to identify and provide help to students, teachers and schools who need it; (2) prevent students from falling behind by ensuring quality teaching, challenging curricula, and extended learning time; and (3) end social promotion and turn around failing schools. Added investments in these communities will accelerate their progress and provide successful models of system-wide, standards-based reform for the nation. The President's initiative will invest \$200 million in FY99, and \$1.5 billion over 5 years, to raise achievement and share lessons learned with school districts around the country.

ENDING SOCIAL PROMOTION, AND GIVING SCHOOLS THE TOOLS TO HELP EVERY CHILD MEET HIGH EXPECTATIONS. To be selected as Education Opportunity Zones, school districts will have to demonstrate that they are using their existing funds effectively to raise student achievement by: ■ holding schools accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress; ■ holding teachers and principals accountable for quality, including rewarding outstanding teachers, providing help to teachers who need it, and fairly and quickly removing ineffective teachers; ■ ensuring students don't fall behind, by providing a rich curriculum, good teaching and extended learning opportunities; ■ ending social promotions and requiring students to meet academic standards at key transition points in their academic careers; and ■ providing students and parents with school report cards and expanded choice within public education.

EXTRA RESOURCES TO IMPROVE TEACHING, LEARNING, AND LEADERSHIP. School districts will use Education Opportunity Zone funds to support standards-based, district-wide reforms such as: ■ rewarding schools that make significant gains in student achievement; ■ turning around failing schools by implementing proven reform models, or closing them down and reconstituting them; ■ providing extra help to students who need it to meet challenging standards, through after-school, Saturday, and/or summer school programs; ■ building stronger partnerships between schools and parents, businesses, and communities; ■ implementing sound management practices and accountability systems; ■ providing intensive professional development to teachers and principals; ■ helping outstanding teachers earn master teacher certification from the National Board

for Professional Teacher Standards and giving them bonuses when they do; and ■ implementing programs to identify low performing teachers, assist them to improve, and remove them if they fail to do so.

COMPETITIVE GRANTS TO SUPPORT PROMISING MODELS. Districts will be selected as Education Opportunity Zones under a competitive, peer-review process. A mix of large and smaller urban areas will be selected to participate, as well as rural school districts and consortia. Each urban Education Opportunity Zone will receive a 3-year grant of \$10-25 million per year (depending upon size and proposed activities), and each rural Zone will receive from \$250,000 to \$3 million (for consortia). Zones will be selected in two rounds, the first in FY 1999, and the second in FY 2001. Successful applicants will have broad-based partnerships to support their reforms -- including parents, teachers, local government, business and civic groups, institutions of higher education and other key stakeholders. Successful applications will show how the district will use all available resources -- federal, state, and local, as well as any business or foundation funds -- to carry out its reform strategy and maintain it once these federal funds are no longer available.

REWARDS FOR DEMONSTRATED STUDENT ACHIEVEMENT GAINS. Each Education Opportunity Zone will agree to specific, ambitious, benchmarks for improved student achievement, lower dropout rates and other indicators of success, for districtwide performance and specific student subgroups. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching those benchmarks.

GREATER FLEXIBILITY IN USING OTHER FEDERAL RESOURCES. All schools in an Education Opportunity Zone school district -- regardless of poverty level -- will become eligible for schoolwide flexibility in the use of federal education funds. Requirements pertaining to school accountability, as well as special education, health, safety, and civil rights, will continue to be met.

ASSISTANCE TO HELP DISTRICTS FIND AND SHARE WHAT WORKS. The Department of Education will offer technical assistance, use technology to help districts consult with each other, and disseminate lessons learned to communities nationwide. Special attention will be given to helping school districts design and implement strategies for providing students who need it with early intervention and extra help to enable them to meet promotion standards. In addition, a national evaluation of the Education Opportunity Zones will be conducted, with the results helping to inform the next reauthorization of the Elementary and Secondary Education Act.

BOLD ACTION TO HELP CHILDREN IN OUR CITIES AND RURAL AREAS. Education Opportunity Zones are part of a broader set of initiatives to help strengthen high-poverty urban and rural schools. President Clinton is also proposing new initiatives to reduce class size in the primary grades, modernize school buildings, recruit and prepare teachers for underserved urban and rural areas, and dramatically expand the availability and quality of child care and after-school learning opportunities. These and other proposals will have a powerful impact on improving the prospects of children in some of our poorest communities.

**THE PRESIDENT ANNOUNCES NEW COMMITMENT
TO EXPAND AFTER-SCHOOL LEARNING OPPORTUNITIES FOR AMERICA'S CHILDREN
January 26, 1998**

"[W]e must make sure that every child has a safe and enriching place to go after school... I am proposing the expansion of before and after school programs to help some 500,000 children say no to drugs and alcohol and crime, and yes to reading, soccer, computers and a brighter future for themselves."

--President Clinton, January 7, 1998

The President today provided further details of his after-school initiative, which will make a \$2 billion investment in quality after-school programs. He also announced one of the largest private donations ever made to public education: a gift by C.S. Mott Foundation of up to \$55 million over 5 years --the use of which will be closely coordinated with the Department of Education --to enhance the quality of before-and after-school programs.

ANNOUNCING THE DETAILS OF THE AFTER-SCHOOL INITIATIVE --THE LARGEST SINGLE INVESTMENT TARGETED TO AFTER-SCHOOL EVER: As part of his historic child care initiative, the President has made quality after-school programs a national priority. That is why he proposed a dramatic expansion of the Department of Education's 21st Century Community Learning Center Program, which will help school-community partnerships create or expand before-and after-school programs. The President today announced the details of this proposal, including: a provision for a local match, which will leverage the funds from this new federal initiative to invest \$2 billion overall for after-school programs; better targeting of funds to high-need communities; and a set-aside of up to 10 percent of funds for community organizations to establish or expand their after-school programs.

These efforts will provide quality extended learning opportunities for school-age children in a cost-effective manner by primarily using public schools and their existing resources. The expansion of the 21st Century Learning Center Program will promote learning and enrichment programs in such areas as computer skills, the arts, drama, music, community service, and the basic skills. The President's budget will request \$200 million per year for a total of \$1 billion over five years. These funds, combined with a local match, will provide care for up to 500,000 children each year. For FY 1998, the program is funded at \$40 million a year.

ANNOUNCING AN HISTORIC PUBLIC-PRIVATE PARTNERSHIP: The President also announced a donation by the C.S. Mott Foundation of up to \$55 million over 5 years for before-and after-school extended learning programs. Mott will work closely with Department of Education officials responsible for the 21st Century Community Learning Center Program in making the best possible use of these funds. Through Mott's generosity, the Department of Education will offer regional conferences, beginning next week, to help communities nationwide learn about quality after-school care and take advantage of new federal funds for before-and after-school programs.

ADDRESSING THE HUGE DEMANDS FOR AFTER-SCHOOL PROGRAMS: An estimated five million school-age children spend time as "latchkey kids" without adult supervision during a typical week. Research indicates that during these unsupervised hours children are more likely to engage in at-risk behavior, such as crime, drugs, and alcohol use. In fact, according to FBI statistics, most juvenile crime takes place between the hours of 3 pm and 8 pm. While young people need a safe place after school, only about 1.7 million children from kindergarten through grade 8 were enrolled in 49,500 formal before-and after-school programs of any type. Programs in schools are even more scarce: 70 percent of all public elementary and combined schools do not offer such programs.

HIGHLIGHTING A PROGRAM THAT MAKES A DIFFERENCE: Later today, the First Lady will travel to the Harriett Tubman School in New York City to tour their Virtual Y Program. In addition to its strong focus on building academic skills, the Virtual Y Program also provides a safe and stimulating environment during the hours of the day when children are most at risk. The after-school extended learning program is integral to their overall school improvement efforts that has helped raise achievement. During this visit, the First Lady will discuss how the Administration's after-school initiative will help ensure that children across the country have access to programs as enriching as the after-school program at the Harriett Tubman School.

**FY 1999 EDUCATION INITIATIVES
PREVIOUSLY ANNOUNCED BY THE PRESIDENT**

July 17, 1997

**Title V of the Higher Education Act
(Teacher Recruitment and Training)**

January 9, 1998

Expansion of Federal Work Study Program

January 26, 1997

PRESIDENT CLINTON:
HELPING ONE MILLION STUDENTS WORK THEIR WAY THROUGH COLLEGE
January 9, 1998

I challenge Congress to expand work-study and help one million young Americans work their way through college by the year 2000.

--President Clinton, State of the Union Address, January 23, 1996

MEETING THE COMMITMENT EARLY. Two years ago, the President committed to expanding the Federal Work-Study Program to one million participants by the year 2000. Today, the President is proposing to meet that goal one year early. His FY 1999 Budget --the first balanced budget in nearly 30 years --will include a \$70 million increase in Work-Study funding, bringing the total number of projected participants to just over one million in the 1999-2000 school year. This represents nearly a 50% funding increase since 1996.

- **What is Work-Study?** The program provides undergraduate and graduate students with part-time employment to help meet their financial needs and to give them experience while helping the campus or surrounding community. Students at more than 3,000 colleges, universities, and trade schools receive Federal Work-Study funds as part of their financial aid packages. Generally, the employer picks up not less than 25% of the earnings, with the Work-Study program paying the remainder.
- **What is the proposal for FY 1999?** President Clinton proposes to increase Federal Work-Study funds to \$900 million in FY 1999, a \$70 million increase over FY 1998. This proposal, the highest ever, would represent nearly a 50% increase in work-study funds over the last three years and, together with employer matching, would create roughly \$1.1 billion in work-study aid to over one million students nationwide.

WORK-STUDY IS AN IMPORTANT PART OF THE AMERICA READS CHALLENGE. Building on the Work-Study program's long commitment to community service, in September 1996, the President called on colleges to commit some of their work-study students to help meet the goal of ensuring that all children can read well and independently by the end of third grade. To encourage college participation, the Administration waived the usual 25% matching requirement, so that the Federal Work-Study funds could be used for 100% of these work-study wages.

- **838 colleges and universities have accepted the President's America Reads Challenge** and have pledged to send work-study students into surrounding schools and communities to provide extra reading practice for children who need it. For example, in Houston, Federal Work Study students are providing tutoring through Houston Reads to Lead, a community-wide reading program. Houston Reads to Lead is a coalition of the Houston READ Commission, Interfaith Ministries, Houston Independent School District, San Jacinto Girl Scout Council, local libraries, and community learning centers.
- **The waiver will be expanded this year.** To more effectively reach the parents of children from preschool through elementary school, the waiver of the 25% matching requirement will be expanded to include family literacy programs. Starting on July 1, 1998, the waiver will apply to work-study tutors who provide literacy services to children from infancy through elementary school *and to their parents or caregivers* who may need assistance with their own literacy skills. Research shows that children whose parents work with them on literacy skills during early childhood have a significantly better chance of reading well and independently.

PRESIDENT CLINTON -COLLEGE OPPORTUNITY FOR EVERYONE

January 9, 1998

WORK-STUDY -Expanded to one million recipients

The Federal-Work Study program, originally created by President Johnson in 1964, as part of the War on Poverty, provides undergraduate and graduate students with part-time employment to help meet their financial needs and to give them experience while helping the campus or surrounding community. The FY 1999 Budget will increase work-study funding to \$900 million, which is nearly a 50% increase since FY 1996.

HOPE SCHOLARSHIP CREDIT -Took effect on January 1, 1998

The Hope Scholarship Credit Helps make the first two years of college (or post-high school vocational training) universally available. Families are eligible for tax credits of up to \$1500 per-student for tuition in a student's first year and another \$1500 in the second year. The credit is available for college enrollment (and tuition paid) after January 1, 1998. 5.8 million students are estimated to benefit annually.

EDUCATION IRAs -Took effect on January 1, 1998

For each child under age 18, families may now deposit \$500 per year into an Education IRA in the child's name. Interest on these accounts is exempt from taxation if used for higher education. In addition, taxpayers may now withdraw funds from a regular IRA, without penalty, for their own higher education expenses or those of their spouse, child, or grandchild.

LIFETIME LEARNING CREDIT -Will take effect July 1, 1998

This tax credit helps offset tuition costs for college juniors, seniors, graduate and professional degree students, as well as for adults who want to go back to school, change careers, or take a course or two to upgrade their skills. A family will receive a 20% tax credit for the first \$5,000 of tuition and required fees paid each year through 2002, and for the first \$10,000 thereafter. The credit is available for enrollment (and tuition paid) after July 1, 1998. 7.1 million students are expected to benefit annually.

PELL GRANTS -Largest increases in 20 years

For the past two years, President Clinton has proposed, and Congress has adopted, record increases in the maximum Pell Grant award. In the coming school year, 1998-99, nearly 4 million low-and moderate-income students will receive a Pell Grant of up to \$3,000. That is a 30% larger grant than when President Clinton came into office.

STUDENT LOANS -Cheaper, easier to get, new "pay as you earn" plan

More than 5 million students and parents will take out \$30 billion in Federally-backed student loans this year. Under student loan reforms enacted in the Administration's first year, the up-front fees on those loans have been cut by as much as half, interest costs are lower, and students have more repayment options than ever before, including the pay-as-you-earn (income contingent) repayment plan. The program simplification pioneered by the Direct Loan Program has also spurred improvements to the government-guarantee system, improving all students' access to loans.

AMERICORPS -Paying for college by doing community service

This year, nearly 50,000 young people will take advantage of the opportunity to perform community service, either on a full-time or part-time basis, allowing them to earn an award to pay for college or repay student loans. Participants in the AmeriCorps program earn education awards of up to \$4,725 for each year of service.

**Recruiting, Preparing, and Supporting Teachers:
U.S. Department of Education's Proposal for Reauthorization
of Title V of the Higher Education Act**

On July 17, 1997, President Clinton proposed two new programs for improving teacher preparation and for recruiting and training teachers to work in high-poverty urban and rural areas. These programs are part of the Department of Education's proposal for the reauthorization of Title V of the Higher Education Act.

While the federal government already addresses the professional development of current teachers, little has been invested in developing new teachers. Because our nation will be preparing more teachers than ever before, and for increasingly challenging classrooms, a federal investment targeted to teacher recruitment, preparation, and support in the first years of teaching can have a significant impact.

Our proposal has two parts: (1) support for the highest-quality teacher preparation for underserved urban and rural areas, and (2) recruitment of qualified teachers for these underserved areas. Both parts of the proposal also address induction, the time period in which many new teachers leave the field, in part because of a lack of support and quality preparation.

Lighthouse Partnerships for Teacher Preparation: Our proposed Lighthouse Partnerships program would identify a variety of institutions that prepare teachers well, in strong collaboration with school districts in high-poverty urban and rural areas, and promote the expansion of their best practices to other institutions. The program would be authorized at \$30 million for fiscal year 1999.

The proposal addresses three critical needs in teacher preparation. First, as a nation, we must identify best practices in teacher education, especially in preparing teachers to teach in high-poverty schools. The research and evaluation literature on teacher education programs that would tell us how best to prepare teachers does not yet exist. As a result, teacher preparation programs vary widely in approach and quality. Second, when exemplary teacher education practices are identified, they should be disseminated to other institutions; otherwise, good programs will remain islands of excellence with little impact on the great majority of prospective teachers. Third, because quality teacher preparation demands strong collaboration with elementary and secondary schools, school districts and teacher preparation institutions must work together in real partnerships to prepare teachers.

The Lighthouse Partnerships program, which emphasizes the vital role of K-12 educators in designing and implementing effective teacher preparation programs, would accelerate the change process by linking higher education institutions from across the country with each other, and with K-12 schools, to share best practices and learn from each others' work. The program would award five-year competitive grants to partnerships made up of institutions of higher education, K-12 school districts, and states. Other entities, including community colleges, could be partners

as well. The partnerships would be identified by rigorous criteria through a peer review process. At least one institution in each partnership would have already done the hard work of reforming their teacher education programs. They prepare teachers exceptionally well for high-need areas and have experience to share with partner institutions, who are working to redesign their programs.

Institutions and the school districts with which they collaborate would submit abbreviated proposals in a pre-application process. Applicants with the most promising proposals would then be invited to submit full proposals. Grantees would have to meet a set of rigorous criteria measuring such factors as the quality of institutions' teacher preparation programs, including their strong partnership with elementary and secondary schools in underserved areas, and the strength of the proposed partnership with other institutions of higher education. Grantees will likely represent a variety of approaches to teacher education, different types of institutions, and partnerships that transcend state and regional boundaries.

Funds would be used for refinement and evaluation of the institutions' teacher education programs; for the aggressive dissemination of information about best practices in teacher preparation to other institutions that prepare teachers; for technical assistance in restructuring the teacher preparation programs in the partnership; for the implementation of program improvements; for joint activities with school districts in the partnership; and for assessing the effectiveness of the grant activities.

Strong evaluation provisions in the legislation would require that the partnerships document improvement in teacher preparation programs and that they show improvement in the effectiveness and diversity of students completing their programs. In addition, they must show improvement in student achievement at the elementary and secondary schools with which they collaborate.

Recruiting New Teachers for Underserved Areas/Minority Teacher Recruitment: Our nation's schools will need to hire over two million teachers in the next decade, and they need a talented, well-prepared, and more diverse teaching force. Urban and rural schools will experience the most severe teacher shortages; at the same time, students in those schools often need the most qualified teachers.

The federal government cannot solve these recruitment challenges alone, but it can be a catalyst that stimulates the recruitment of minority teachers and teachers in areas of high need. We propose a program to increase the number of students, especially minority students, who complete high-quality teacher preparation programs. The program would promote teaching in underserved areas and would be authorized at \$37 million for fiscal year 1999 (with a small portion of these funds available to pay the cost of continuation grants under the current Minority Teacher Recruitment program, whose activities would be enhanced by this new authority.)

The program would award five-year competitive grants to partnerships between institutions of

higher education and school districts in underserved urban and rural areas, in conjunction with other partners such as community colleges, teachers' unions, community organizations, and States, to recruit and prepare teachers. Collaboratively, the partners would determine the needs of high-poverty schools in their communities, such as the need for diverse faculties or for teachers in particular subjects. Having completed this needs assessment, the partners would identify a pool of potential teachers fitting those needs, recruit individuals from this pool, and design high-quality preparation and induction programs tailored to those individuals.

The needs of the respective partnerships would determine their recruitment focus. Special consideration would be given to applications from minority-serving institutions and to applications most likely to result in increases in the numbers of minority individuals, including language minority individuals, and individuals with disabilities in the teaching force. The program would support scholarships for potential teachers. Applicants would determine the funding level and number of these scholarships according to the needs of their students. Because scholarships alone often are not enough to attract and retain participants in teacher education programs, the grantees could also provide support services such as academic counseling, tutoring, mentoring, child care, and transportation. Grantees would provide support services during participants' first three years of teaching, as well.

Individuals recruited into the program would commit to teach for at least three years in underserved school districts, defined by poverty level. The grantees would be judged by their success in preparing teachers to teach to high standards and in placing and retaining new teachers in high-need communities. Thus, they would have strong incentives to prepare students well for the challenges of teaching in high-poverty urban and rural schools and to support them effectively during their first years of teaching.

A matching requirement would help to ensure that the program activities continue after Federal funding ends. Over the five-year grant period, the federal share of the costs of the program activities would be reduced incrementally from 90 percent to 50 percent.

A focused federal investment in teacher recruitment and preparation can make a substantial impact on the development of new teachers. The Department's proposal for the reauthorization of Title V would be an effective answer to our nation's challenges in teaching.

NOTE: The Administration will seek appropriations for the authorized levels shown in this bill, within an overall budget that adheres to the discretionary spending limits to which the President and Congress have agreed in the Balanced Budget Act of 1997.

BRIEFING ON EDUCATION INITIATIVES
9:00AM JANUARY 30, 1998
SECRETARY'S CONFERENCE ROOM

- | | |
|---|---------------------------|
| I. The Big Picture - FY99 Education Budget | Susan Frost |
| II. Modernize Schools for the 21st Century | Tanya Martin-Oubre |
| III. Class Size Reduction | Bill Kincaid |
| IV. Education Opportunity Zones | Bill Kincaid |
| V. After-School Initiative | Pauline Abernathy |
| VI. School-College Partnerships | Pauline Abernathy |
| VII. Title V./ College Work-Study | Terry Dozier |
| VIII. Technology | Susan Frost |

DRAFT

1/29/98
5:30 PM

A NATIONAL EFFORT TO REDUCE CLASS SIZE: SMALLER CLASSES WITH QUALIFIED TEACHERS

REDUCING CLASS SIZE IN GRADES 1-3 TO NATIONWIDE AVERAGE OF 18. In his State of the Union address, President Clinton proposed a \$12 billion initiative over 7 years (\$7.3 billion over 5 years) to help local schools provide small classes with qualified teachers in the early grades. This will help make sure that every child receives personal attention, gets a solid foundation for further learning, and learns to read independently by the end of third grade. The new initiative would reduce class size in grades 1-3 to a nationwide average of 18, by providing funds to help local school districts hire and pay the salaries of an additional 100,000 teachers. States would receive funds for teacher training, and new teachers would be required to pass state competency tests.

Small Classes Make a Difference. Studies confirm what parents and teachers know from experience -- small classes promote effective teaching and learning. In a landmark four-year experimental study of class-size reduction in grades kindergarten through 3 in Tennessee, researchers found that students in smaller classes earned significantly higher scores on basic skills tests in all four years and in all types of schools. The effects of smaller classes were largest for students in inner-city classes. Follow-up studies have shown that these achievement gains continued after the students returned to regular-size classes after third grade. Teachers in the study reported that they preferred small classes in order to better identify student needs, provide more individual attention, and cover more material effectively.

A Competent Teacher in Every Classroom. To master the basics and learn to read well, students need teachers who are qualified to teach. President Clinton's class size reduction initiative would help provide qualified teachers in grades 1-3 by:

- ▶ **Requiring Teachers to Meet State Certification Standards.** Participating states and school districts would be required to ensure that individuals hired to fill these new positions be either fully certified or making satisfactory progress toward full certification.
- ▶ **Encouraging States to Adopt Rigorous Professional Tests and Upgrade Teacher Certification Requirements.** Teachers should be able to demonstrate that they know the subject to be taught and have the necessary knowledge and skills to help their students reach challenging state academic standards. States would be encouraged to use a portion of their funds to toughen teacher certification requirements and to require new teachers to demonstrate competence in teaching. For example, states could use these funds to develop rigorous tests of subject matter expertise and professional knowledge that prospective teachers would be required to pass before they start teaching. In addition, states could develop more effective methods of evaluating a beginning teacher's performance that may include classroom observations, sample lesson plans, and student work.

- ▶ **Requiring State Competency Testing for New Teachers.** States would be required to implement competency testing for new teachers. The Administration's goal is that the competency test would be an interim measure while states are developing tougher certification requirements and more rigorous methods of evaluating beginning teachers. Each state would select the competency tests it determines are most appropriate.
- ▶ **Providing Funds for Teacher Training and Testing.** 10% of the funds in this initiative will be used to promote high quality teaching. Funds may be used to (1) provide teachers with additional training needed to meet certification requirements; (2) train teachers in proven practices for teaching reading and in effective practices in small classes; (3) provide mentors or other support for newly hired teachers; (4) provide incentives to recruit qualified teachers to high poverty schools; and (5) test new teachers before they are hired and develop more rigorous assessments for beginning teachers.

Holding Schools Accountable for Results. School districts receiving these funds would be required to show that each school is making measurable progress in improving reading achievement within three years, or take necessary corrective actions -- such as providing additional teacher training, revising the curriculum, or implementing proven practices for teaching reading. School districts could lose funding if there were no subsequent improvement in reading achievement in those schools. School districts would also be required to publish an annual school report card, providing parents and taxpayers with clear information on student achievement, class size, and teacher qualifications.

Targeting Funding. Funds for the President's class size reduction initiative would be distributed to states on the basis of the Title 1 formula. Within the state, each high-poverty school district would receive the same share of these funds as it received under Title 1, and the remaining funds would be distributed within the state based on class size. Matching funds would be required from participating school districts, on a sliding scale ranging from 10-50%, with high-poverty districts contributing the least. Once a state has reached an average class size of 18 in grades 1-3, it could use these funds to further reduce class size in the early grades, or it could extend its efforts to other grades.

Providing Facilities for Additional Classrooms. In order to help school systems meet the need for additional classroom space, the President is (1) proposing a \$10 billion school modernization initiative over 10 years, that would provide incentives for communities to invest in local school facilities by leveraging \$22 billion in bonds during 1999-2000; (2) ensuring that changes to facilities in order to accommodate class size reductions are an allowable use of school modernization funds; (3) allowing for phased-in implementation of class size initiative to enhance state/local planning.

**PRESIDENT CLINTON'S
CALL TO ACTION FOR AMERICAN EDUCATION
IN THE 21ST CENTURY:
ENSURING EDUCATIONAL EXCELLENCE IN 1998 AND BEYOND**

January 27, 1998

In the 1997 State of the Union message, President Clinton outlined a "Call to Action for American Education." This ten-point plan called for all Americans to join forces and work together to:

- ▶ Modernize school buildings and help support school construction;
- ▶ Make sure there's a talented and dedicated teacher in every classroom;
- ▶ Make sure our schools are safe, disciplined and drug-free, and instill American values;
- ▶ Expand Head Start and challenge parents to get involved early in their children's learning;
- ▶ Teach every student to read independently and well by the end of the 3rd grade;
- ▶ Set rigorous national standards, with voluntary national tests in 4th grade reading and 8th grade math to make sure our children master the basics;
- ▶ Connect every classroom and library to the Internet by the year 2000 and help all students become technologically literate;
- ▶ Expand choice and accountability in public education;
- ▶ 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; and
- ▶ Help millions of adults improve their education and skills to get ahead in these changing times.

In this year's State of the Union message, President Clinton announced the progress we have made, and where we will go from here.

Modernizing Schools for the 21st Century

- Over 52 million children are now in school, a new national enrollment record. We will continue to break that record for the next 10 years. We estimate that the nation will have to build 6,000 schools just to keep up with rising enrollments.
- This is why President Clinton is proposing a major school construction initiative to help communities renovate or build anew 5,000 schools to address classroom overcrowding, make schools safer, and modernize them. The federal investment of \$10 billion over a 10-year period is more than double the construction package proposed last year and would use federal tax credits to provide nearly \$22 billion in zero-interest bonds to build, renovate and modernize public schools.
- One-half of the school modernization bond authority would be allocated to the 100 school districts with the largest number of low-income students and the other half would be distributed to states and territories to provide bond authority to school districts in accordance with each state's plan.

Smaller Class Sizes with Talented and Dedicated Teachers

- President Clinton has proposed a **\$12.4 billion initiative over seven years** to help local schools provide small classes with qualified teachers in the early years (grades one through three).
- The initiative provides funds to help local school districts hire and pay the salaries of an additional 100,000 teachers. States will receive funds for teacher training and first-time teachers will be required to pass state competency tests.
- Reducing class size can raise standards, improve discipline, and give children the individual attention they need. This focus on early grades with special emphasis on reading will be of particular help to children who have difficulty learning -- they will be able to get help early on to keep up with their classmates and to avoid being labeled.
- The President has proposed spending **\$350 million over five years** to recruit and train teachers to work in high-poverty urban and rural areas. The funding will also be used to support the highest-quality teacher training and prepare those teachers to teach students to reach for high standards.
- National data shows that the nation will need to hire 2 million teachers over the next decade.

Ongoing Efforts:

- In 1998, \$18.5 million was secured to expand the recognition and identification of master teachers through National Board certification. Our goal is for there to be one National Board certified teacher in every school by the year 2006, for a total of 100,000.
- Over one million professional training opportunities have been provided annually through the Eisenhower Professional Development State Grants.

Creating Safe After-school Opportunities for Children

- Most juvenile crime takes place in the hours immediately after school is dismissed. To ensure that young people have a safe and drug-free environment during this critical time of the day, the President has announced a budget request for **\$1 billion over 5 years** to keep schools open as after school learning centers for up to an additional 500,000 children a year.
- These start-up funds will be combined with local matching dollars to establish or expand 4,000 after-school programs that will provide extended learning activities and safe havens for learning enrichment including computer access, art, music and community service opportunities while improving student achievement and preventing juvenile violence and substance abuse.

Ongoing Efforts:

- For the first time since 1991, teen drug use is leveling off and, in some cases, even decreasing, but drug use is much too high and we need everyone's help to keep kids away from drugs. From 1991 until the present, 97 percent of the nation's school districts have received U.S. Department of Education funds to promote promising practices in drug and violence prevention -- working towards safe and disciplined learning environments.
- In 1998, the U.S. Department of Education will issue a National Report Card on School Violence in conjunction with the Department of Justice using technology to share information on promising drug and violence prevention strategies identified.
- Up to 22 states will receive funds totaling \$6.5 million in 1998 for local programs that strengthen character and values in youth -- 10 more than in 1997 -- and we are seeking to fund even more through Character Education Grants.

Expand Head Start and Challenge Parents to Get Involved Early on in Their Children's Learning

- For America's working families, the President has proposed that **\$22 billion** be devoted over five years to improve child care -- the largest investment in the nation's history. This will double the number of children receiving child care subsidies, help working families pay for child care through tax credits, and improve the safety and quality of child care.

Ongoing Efforts:

- To enable more young children to improve their readiness for school, 1998 funding for Head Start was increased by \$374 million for a total of \$4.4 billion. Work is beginning to take place that will do a better job linking the Head Start program to kindergarten and first grades so young children have a good transition to school.
- Secretary Riley has led a Partnership for Family Involvement in Education through which 4,000 local, state, and national organizations are getting more involved in children's education at school and at home. Partners include organizations such as: Nickelodeon, YMCA, Pizza Hut, the United Methodist Church, and the National PTA -- and partnerships continue to grow.

Help Every Student to Read Independently and Well by the End of the 3rd-grade

- President Clinton and Congress have agreed to invest **\$210 million in FY 1999** to ensure that every American child reads well and independently by the end of the third-grade. This bipartisan effort will provide the opportunity for thousands of well-trained tutors to provide extra help for those children most in need of reading practice through after-school, weekend and summer programs, and will help families learn ways in which they can help their children with literacy skills at home.

Ongoing Efforts:

- In the FY 1998 budget, an additional \$79 million was committed to improve reading through the Eisenhower Professional Development program, Even Start Family Literacy Programs, and America Reads Challenge Federal Work-Study.
- 850 colleges and universities are now participating in the **America Reads Challenge** by placing thousands of their work-study students as reading tutors in pre-schools and elementary schools nationwide to help children learn to read well and independently. The program will expand in summer 1998 to include family literacy programs.
- In addition, the America Reads Challenge **READ*WRITE*NOW!** summer reading projects, which consist of school-community partnerships and are targeted to help children living in the nation's poorest areas maintain and improve their reading skills, will expand to include at least one site in every state. Last summer, 15 pilot sites served more than 85,000 children.

Support Meaningful National Standards for What Students Should Be Expected to Learn, Such as Reading and Math

- President Clinton's new Education Opportunity Zones will strengthen schools and help students to master basic and advanced skills where the need is greatest -- in urban and rural communities with concentrated poverty and low expectations. This initiative will invest **\$200 million in FY 1999 and \$1.5 billion over five years in 50 school districts** with a demonstrated commitment to high standards, strategies to prevent students from falling behind, programs to turn around failing schools, and evidence of student achievement.
- Getting students ready for college means "thinking college early" and taking the gateway courses, like algebra and geometry, chemistry and physics, that put students on the academic track to college success. The Department of Education, working with schools, colleges and parent groups, communicates to families and educators the critical importance of taking all the core courses in high school, starting with algebra in the eighth-grade, and having access to high quality curriculum and instruction, including Advanced Placement Courses.

Ongoing Efforts:

- These efforts build on the Administration's continued support for school, community, and state work to promote high standards of discipline and achievement through Goals 2000: Educate America Act, Title I, the Individuals with Disabilities Education Act, Bilingual Education programs, and the comprehensive school reform initiative enacted by the Congress. Last year, the Administration obtained a 7.5 percent increase in funding for these programs that help over 16 million low-income children, children who speak English as a second language, and children with disabilities learn the basics and have access to a high standards curriculum and instruction.

- President Clinton and Congress have approved development of the first-ever voluntary national tests in fourth-grade reading and eighth-grade math. These tests will give parents, educators and communities the information they need to make sure their students master the basics and get the extra help necessary. Development of the tests is being overseen by the bipartisan, independent National Assessment Governing Board (NAGB) and the tests will be based on the highly regarded and widely used standards of the National Assessment of Educational Progress (NAEP).

Connect Every Classroom and Library to the Internet by the Year 2000 and Help All Students Become Technologically Literate

- Beginning January 1st, 1998, every public, parochial, and private school is eligible to receive significant discounts for Internet and telecommunications services through the E-rate, a \$2.25 billion fund administered by the Federal Communications Commission. The average discount will cut costs by 60 percent. For our poorest schools, access will be almost free.

Ongoing Efforts:

- Funding for educational technology more than doubled in FY 1998, amounting to an almost \$600 million investment of funds to help schools acquire hardware, software, and link to the Internet and to train teachers in using computers and educational software.
- Continuing grants, begun by the President during his first term, include the Technology Literacy Challenge Fund, supporting all 50 states, and the Technology Innovation Challenge Grants, helping 62 projects involving 33 states, 548 school districts, 293 businesses, and 140 colleges and universities.
- Sixty-five percent of schools are now connected to the Internet -- and fourteen percent of classrooms, up from 1994 when only 9 percent of schools and 3 percent of classrooms were wired.
- In 1998, we will step up our efforts to: help ensure all new teachers know how to use technology effectively in the classroom; establish computer learning centers in low income communities; and through technology, allow adults the opportunity to learn anytime, and anywhere.

Open the Doors of College to All Who Work Hard and Make the Grade, and Make Going on to the 13th and 14th Years of Education as Universal as a High School Degree

- President Clinton seeks to increase the Federal-Work Study program to \$900 million, a \$70 million increase over FY 1998 and nearly 50 percent more than FY 1996. This would allow one million undergraduate and graduate students to meet their financial needs and gain experience while helping the surrounding community and their campus.

Ongoing Efforts:

- In 1997, the administration achieved historic increases in funding to help Americans go to college through:
 - * the new HOPE Scholarship Tax Credit -- making the first two years of college universally available and possibly free-- estimated to provide some \$4.2 billion to 5.5 million students;
 - * the largest Pell Grant increase in 20 years -- \$1.4 billion for some 3.9 million students that never has to be paid back;
 - * making life-long learning easier for adults interested in finishing their degrees, going back to school, upgrading their skills, or advancing in their careers, with a new tax incentive called the Lifetime Learning Credit estimated to put \$2.5 billion back in the pockets of 7.1 million students;
 - * and other opportunities to finance higher education through student loans, AmeriCorps participation and education IRA's.
- Federally-funded school-to-work activities benefitted one million students in 3,000 high schools in 1996 preparing them for both college and careers. By the year 2000, 2 million students will be participating in school-to-work efforts, through 900 partnerships.
- Over 200,000 employers are currently participating in school-to-work partnerships, providing over 60,000 work-based learning opportunities. By the year 2000, we expect 600,000 employers to join the school-to-work effort.
- By building strong partnerships between schools, colleges and employers, we are building school-to-work systems, retooling vocational education, expanding TechPrep programs and supporting New American High Schools dedicated to preparing all high school students to successfully complete at least two years of postsecondary work.

Expand Choice and Accountability in Public Education

Ongoing Efforts:

- 500 new charter schools will be developed in 1998 through competitive grants -- increasing to 1,000 the number the U.S. Department of Education is helping to start up and support to meet the President's goal of developing 3,000 new charter schools by early in the next century.
- States and communities will be encouraged to expand public school choice for parents and students while maintaining accountability. They are supported through grants and technical assistance, research and development of charter schools, and technical assistance and information to promote new, high quality magnet schools.

Help Adults Improve Their Education and Skills to Get Ahead in a Changing Economy

Ongoing Efforts:

- Through the Adult Education and Literacy Act and the Even Start program we are helping over 4 million adults to receive basic education and literacy skills, improve English language abilities, and earn high school diplomas so that they can go on to college, get good jobs, be effective citizens and help their children be good students.
- The U.S. Department of Education is promoting the use of technology to expand access to adult education and literacy services through television programming and distance learning. The Crossroad's Cafe, a basic skills and English language improvement program -- is currently available to adults in 37 states. A new \$2 million technology grant program will support the development of new ways to use technology in the schools.
- The Administration is assisting high schools, community colleges and technical institutes as they retool vocational-technical education to prepare students with the academic and technical skills needed for the high tech jobs of the future.

HIGH HOPES for College for America's Youth

"I also ask this Congress to support our efforts to enlist colleges and universities to reach out to disadvantaged children starting in the sixth grade so that they can get the guidance and hope they need so they can know that they, too, will be able to go on to college."

—President Clinton, State of the Union address, January 27, 1998

To inspire more of our young people to have high expectations, to stay in school and study hard, and to go to college, the President is proposing a long-term investment to promote partnerships between middle or junior high schools in low-income communities and colleges to provide children with the support they need starting in sixth or seventh grade and continuing through high school graduation.

College-School Partnerships. The U.S. Department of Education would offer competitive grants to create or expand partnerships between degree-granting colleges and middle schools with at least 50 percent low-income students (with a funding priority for 75 percent or higher). The partnership must also include at least two other entities, such as community-based organizations and businesses. The children would be provided with:

- **Financial aid information.** To make sure that they understand that college is affordable regardless of family income, the children and their families would receive college counseling and a 21st Century Scholar certificate, an official notification of their eligibility for Federal aid. Partnerships would also be encouraged to provide last-dollar scholarships to reduce students' need for loans.
- **Mentors and other support.** Colleges and schools -- working with parents, community and religious groups, and businesses -- would provide information about what it means and what it takes to go to college, as well as supplemental academic support, mentoring, college visits, and other services to help the children stay on track through high school graduation and into college.
- **Rigorous core courses and parent involvement.** The partnerships will help ensure that children have access to the rigorous core courses that prepare them for college and let parents know how they can help their children prepare for college.

High Hopes projects must:

- begin not later than middle or junior high school (the 6th or 7th grade) and continue to provide help through high school;
- serve a whole cohort of students (such as an entire sixth grade); and,
- employ at least one full-time coordinator.

Activities: The partnerships will provide college awareness services while encouraging students to take core college preparatory courses. Partnerships will provide information about higher education options, required courses, and financial aid, with the goal of increasing middle school students' awareness of college as a goal within reach. Building on successful model programs, the partnerships would also provide other support, such as: trained and screened mentors and other adult role models; trained tutors and other supplemental academic assistance; train teachers, staff, and volunteers regarding college preparation and to raise their expectations of

students; arrange activities and field trips to promote academic achievement and college awareness; and other costs associated with the project, including planning and evaluation. Local programs will have great flexibility but must demand results in terms of more students taking more challenging courses, increased achievement in high school, lower drop out rates, and ultimately higher enrollment and success in college.

Federal funding: This new effort will complement the TRIO early intervention programs -- which are slated for a \$53 million increase in the President's FY 99 Budget -- and will not take away funds from other existing student aid programs. In the first year, the Department of Education would pick up not more than 80 percent of the cost of the program. The Federal share would decline 10 percentage points each year until it reaches 30 percent. Partnerships could include in their local share the use of Federal Work-Study funds to hire college students to provide services to the partnership, and the provision of non-Federal financial aid for future college expenses. Partnerships would apply to the Secretary of Education for a 6-year grant with annual reviews. The U.S. Department of Education will also ensure that partnerships and potential applicants have access to information on effective early intervention strategies.

**FY99 BRIEFING ON NEW INITIATIVES
9AM, SECRETARY'S CONFERENCE ROOM, 6200**

MATERIALS

Public Documents

1. **President Clinton's Education Initiatives** (January 27, 1998) You did receive a copy of this document at the meeting, the cover has been updated.
2. **President Clinton's Call For American Education in the 21st Century** (January 27, 1998) This document should be distributed with the Initiatives as it relates back to the Call to Action.
3. **National Clearinghouse for Education Facilities** website information (January 28, 1998) Enclosed you will find a one-pager describing the National Clearinghouse, followed by examples pulled directly from their web page.

NOTE: Their present website address is: www.cefpi.com/ncef/

They will be changing the address in the near future (date not yet to be determined) to www.ncefinfo@edfacilities.org

4. **Urban and Rural Opportunity Zones** (January 26, 1998) Examples of activities that could be supported under the proposal.
5. **Improving the Teaching and Learning of Reading for America's Children:** New summary of our initiatives addressing reading. (Contact: Ann O'Leary, America Reads)
6. **Reducing Class Size: What Works?** Examples of how reduced class size is beneficial for students (Contact: Val Plisko, PES)
7. **A National Effort to Reduce Class Size: Smaller Classes with Qualified Teachers** (Contact: Terry Dozier, OS)

Internal Documents

1. **Participation of Non-Public School Students in Proposed Initiatives -- DRAFT**
(Contact: Michelle Doyle, OIIA)
2. **Class Size Questions and Answers -- FOR INTERNAL USE ONLY**
3. **Educational Opportunity Zones Questions and Answers -- FOR INTERNAL USE ONLY**
4. **School Modernization Proposal Questions and Answers -- FOR INTERNAL USE ONLY**

INTERNAL

EDUCATION OPPORTUNITY ZONES QUESTIONS AND ANSWERS

For internal use only -- January 28, 1998

Overall Questions

What is the purpose of the Education Opportunity Zones?

This initiative will help accelerate and expand progress in high-poverty urban and rural school districts that are on the right track, and highlight models of success. Education Opportunity Zones will demonstrate how a serious approach to high standards benefits all students. Funds will be targeted to improve low performing schools, expand opportunities for student achievement, broaden choices for families, and hold schools, teachers, and students accountable for results.

How does the Zone initiative relate to the President's other new initiatives?

Education opportunity zones are part of a broader set of initiatives to help strengthen urban and rural schools. President Clinton has also proposed new initiatives to reduce class size in the primary grades, modernize school buildings, recruit and prepare teachers for underserved urban and rural areas, and dramatically expand the availability and quality of child care and after-school learning opportunities. These and other proposals will have a powerful impact on improving the prospects of children in some of our poorest communities.

Are you proposing this initiative as an alternative to respond to Republican calls for vouchers?

The President is committed to strengthening public schools, not abandoning them. Along with other new initiatives that will help raise achievement for urban and rural students, like school construction and teacher recruitment and preparation, we are proposing Education Opportunity Zones in response to the clear need for sharp improvements in the nation's poorest school districts and to encourage and expand promising school reform efforts that are taking a disciplined, effective approach centered on high standards. The fact is that 90% of our students attend public schools, and our primary responsibility, especially with limited federal resources, is to make sure that the public schools they attend are among the best in the world. This means concentrating our time and money on raising academic standards, improving teaching, providing schools with technology and other up-to-date learning tools, and creating charter schools and other forms of choice within the public school system. In contrast to vouchers, the Education Opportunity Zones will support effective local efforts to improve education for all students in participating districts, rather than just a few.

This initiative clearly encourages districts to discontinue social promotion. How do you respond to criticisms of that approach?

Every student is entitled to a high quality education that will prepare him or her for further education or employment. The President strongly believes that we shouldn't pass kids through the educational system who haven't mastered the work, because it will hurt them over the long term. This initiative is designed to hold teachers and schools accountable, as well as students. Rather than punishing kids, this initiative attempts to create the conditions under which districts

take steps to ensure that students are ready to meet standards the first time, rather than falling behind and needing remediation.

Qualified Applicants

What communities will be eligible for the Zone initiative?

High-poverty urban and rural school districts will be targeted under this initiative. In order to be selected as Zones, districts will have to show that they have already begun to raise student achievement, or that they have begun to put into place credible and effective improvement policies.

How many school districts will be eligible to participate?

This initiative will target urban and rural school districts with a significant percentage or a large number of students in poverty. This means that well over a thousand districts will be eligible, including districts in every state.

Will Zones be entire school districts or smaller areas within school districts?

Entire school districts, or consortia of districts, will be designated Education Opportunity Zones. Grant funds may be for district-wide activities such as improving sound management and assessment systems, as well as to improve low-performing schools. Districts may choose to target their resources under the initiative to subsets of low-performing schools.

Will large cities receive a preference for designation as Zones?

Proposed legislation will direct the Secretary to seek to ensure that both large and smaller urban areas are selected to participate, as well as rural school districts. We expect that urban school districts will receive a substantial proportion of funding under the initiative.

Will consortia of districts be eligible to apply to be Zones?

Yes, consortia of districts will be eligible to apply. We anticipate that most consortia will be comprised of rural school districts.

Will charter schools be able to participate in the program?

Under state law, public charter schools are generally either Local Educational Agencies (LEAs) or public schools within an LEA. Charter schools that are part of an urban or rural school district designated as an Education Opportunity Zone will be able to benefit from this program. Charter schools that are considered an LEA themselves will be eligible to apply only if they meet the eligibility criteria for all LEAs. That is, they must be high poverty and serve a small town or rural community or an urban area. While charter schools may be eligible to apply, the purpose of this initiative is to demonstrate that a district-wide, serious approach to high standards can help raise achievement.

Will private schools be eligible for funding under this program?

Private schools cannot be designated as Education Opportunity Zones, but students, teachers and administrators associated with private schools within an area served by a Zone will be eligible to participate, on an equitable basis, in training programs supported by the initiative. Likewise, private school teachers and administrators will also be eligible to receive materials and information developed through the grants.

Will schools serving Native American students be eligible to apply for funds?

Yes. Most BIA schools and schools that serve large concentrations of Native American students will qualify as eligible applicants under this program. Many of these schools are rural and have high percentages of students from low income families. Proposed legislation will direct the Secretary to seek to ensure that there is an equitable distribution of grants among geographic regions of the country and to rural schools serving large concentrations of Native American students.

Grant Size and Scope**How many grants are expected to be awarded and what will be their size?**

The Zone initiative would invest approximately \$200 million in FY 99, and \$1.5 billion over five years. We expect to fund over 50 grants to urban and rural communities. Urban school districts will receive grants of \$10-25 million per year (depending on the size and proposed activities). Rural communities will receive grants of \$250,000 to \$3 million (for consortia) per year.

The Zones will be selected in two rounds, the first in FY 1999, and the second in FY 2001.

Will grants be renewable?

Grants will be awarded for 3 years. As part of their original grant award, districts will agree to a rigorous performance partnership that includes specific benchmarks for student success. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching the agreed benchmarks.

Will districts have to provide matching funds?

No, districts will not have to provide an explicit match. However, a successful applicant will have to show how it will use all available resources, including the new funds sought under the Education Opportunity Zones program, in order to carry out its plan to raise student achievement. Moreover, each applicant must show how it will continue to carry out its strategies using other resources at the conclusion of Zones funding. Education Opportunity Zone funding will be structured to phase out in latter years.

Application Process and Grant Activities

What will districts have to include in their applications for funds? Must they indicate which schools they will target for improvement?

Districts will have to demonstrate in their applications that they are using their existing funds effectively and have already begun to raise student achievement, or, at a minimum, that they have begun to put into place credible and effective improvement policies. They will also need to explain how they will address key aspects of effective local reform such as: holding schools accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress; holding teachers and principals accountable for quality, including rewarding outstanding teachers, providing help to those who need it, and fairly and quickly removing ineffective teachers; ensuring students don't fall behind, by providing a rich curriculum, good teaching and extended learning opportunities; ending social promotions and requiring students to meet academic standards at key transition points in their academic careers; and providing students and parents with expanded choice within public education.

Applicants must also demonstrate the support of all key stakeholders -- including parents and teachers. They must describe how they will use all available resources -- federal, state, local, and private -- to carry out their reform strategies and how they intend to maintain the reform effort once federal funds expire. Furthermore, successful applicants will need to describe how they will intervene in schools and how they will measure progress, including defining rigorous benchmarks for success. Finally, eligible districts often have substantial numbers of disabled and limited English proficient children, and successful applications will address how these children will be assisted to meet high standards.

How will Zones be selected?

Districts or consortia will be selected under a competitive, peer-review process. Reviewers will be looking for districts which best address the purposes of the program and which demonstrate the greatest likelihood of modeling successful approaches for raising achievement in high poverty urban and rural areas.

What kinds of activities will the grant funds support?

School districts will use Education Opportunity Zone funds to support standards-based, district-wide reforms such as: rewarding schools that make significant gains in student achievement; turning around failing schools by implementing proven reform models, or closing them down and reconstituting them; providing extra help to students who need it to meet challenging standards, through after-school, Saturday, and/or summer school programs; building stronger partnerships between schools and parents, businesses, and communities; implementing sound management practices and accountability systems; providing intensive professional development to teachers and principals; helping outstanding teachers earn master teacher certification from the National Board for Professional Teacher Standards and giving them bonuses when they do; and implementing programs to identify low performing teachers, assist them to improve, and remove

them if they fail to do so.

What flexibility will districts have in the use of other resources?

All public schools within an Education Opportunity Zone -- regardless of poverty level -- will become eligible for schoolwide flexibility in the use of federal education funds. In other words, under the proposal, the 50% poverty threshold ordinarily required for a school to become a schoolwide project will not apply to Education Opportunity Zone schools. However, requirements pertaining to school accountability, as well as special education, health, safety, and civil rights, will continue to be met.

What technical assistance will be available for Zones?

The Department of Education will provide expert technical assistance to the Education Opportunity Zones through its technical assistance providers and by convening grantees to share information and ideas. It will also utilize technology to help districts consult with each other and disseminate lessons learned to urban and rural communities across the U.S.

How will grantees be held accountable for results?

During the negotiation of each grant award, each Zone will agree to a rigorous performance partnership with the Secretary of Education. The performance partnership must include specific, ambitious, disaggregated benchmarks in student achievement, dropout rates, and other indicators of success. Districts will receive additional financial support in years 4 and 5 only if they have demonstrated success in reaching their agreed upon benchmarks.

Mr. Clay's legislation provides for the President to direct other agencies -- beyond Education -- to assist local schools with problems like school construction. Does the President's proposal include a similar feature?

The White House and the Department of Education are beginning to consult with other federal agencies to determine what kinds of assistance could be offered and what sort of arrangements would be most appropriate.

Connections to other initiatives

How do these new Zones differ from Empowerment Zones and Enterprise Communities?

The Education Opportunity Zones initiative and the EZ/EC initiative support one another, but are distinct. Education Opportunity Zones will consist of entire school districts or consortia of school districts. Empowerment Zones and Enterprise Communities are specific neighborhoods or regions that may or may not be contiguous with school districts. While both are in the spirit of bringing the community together behind focused efforts to address local challenges, Education Opportunity Zones are especially designed to address the educational needs of their communities and school districts, whereas the EZ/EC initiative is aimed at broader community revitalization strategies, which can include education but also extend to economic development, community development, and job training. Communities with a strong EZ/EC effort with a significant focus on education will be well-positioned to rally the community together behind the kinds of

effective school reforms that will be supported by Education Opportunity Zones.

Do Zone districts have to participate in the national tests?

No. We are pleased that 15 major city school districts have already made a commitment to take part in the national tests of 4th grade reading and 8th grade math, but participation in these tests is voluntary. However, successful Education Opportunity Zone applicants must show that they have firmly integrated challenging standards and tests (which could include state, local, or national assessments) into their strategies for raising student achievement.

How do Zones relate to the Comprehensive School Reform Program? Do Zones have to implement comprehensive school reform programs in their schools?

These two programs are distinct, but complementary, and both are geared to help students reach high academic standards.

The Education Opportunity Zones initiative distributes comparatively large grants from the Department of Education to a fairly limited number of competitively selected, high-poverty districts. The purpose of this initiative is to demonstrate that a serious approach to high standards, entailing accountability for students, teachers, and schools, can help raise achievement across an entire district, or at least within a sizable portion of a district.

The Comprehensive School Reform program established during the last session of Congress provides formula funds to states which then distribute the funds competitively to a significant number of districts on behalf of individual schools. The purpose of the Comprehensive School Reform program is to get individual schools to successfully adopt tested reform models, or develop new, effective models based on research. CSR funds can help school in Education Opportunity Zones implement proven models of reform, and can help provide additional resources for Zones to use for turning around failing schools. The Education Department will encourage states to make sure these important resources are available to school districts eligible to be selected as EOZ's.

Will Education Opportunity Zones receive a preference for other initiatives, such as school construction funding?

At this time, there are no plans to provide additional incentives for participation beyond in the Education Opportunity Zones initiative beyond the added funding and flexibility that all Zones will receive. However, other new initiatives will include features targeting assistance on the kinds of high poverty communities that the Zones are designed to assist.

Process Issues

What kind of support do you expect to receive in Congress?

Improving public schools in our most disadvantaged communities should be a bipartisan national priority. Lawmakers in both parties are keen on finding tough, effective ways to address low achievement in some of our largest cities, and we expect this proposal to gain strong bipartisan support. We have been working with Congressman Bill Clay of St. Louis, Ranking Democrat on the House Education and the Workforce Committee, who has submitted urban education renewal legislation which has helped to shape our own proposal.

How will the Administration solicit input from outside groups?

Last winter and spring the Department hosted five meetings with experts in urban education to discuss urban needs and effective strategies for improving urban education. Many of these groups have participated in meetings throughout the year to offer advice on addressing urban education issues. Thus, the Administration's proposal already reflects more than a year of input from key groups committed to strengthening urban schools. Going forward, there will be many other opportunities for additional input as the legislation and grant competition are designed.

When will a bill go to Congress?

Work is underway at the Department to prepare legislative specifications, but we plan to do additional consultations with Congress and stakeholders in the education community before transmitting our proposal to the Hill.

Do you anticipate that all districts cited as examples in your materials will be selected for the program?

No. Each district cited helps illustrate one or more of the kinds of policies and activities to be supported under the Zones initiative, but no single district -- urban or rural -- best addresses each of the purposes of the program or will automatically be selected.

INTERNAL

Class Size Q's and A's

1. How much does this proposal cost, and how will it be paid for?

This initiative will cost \$12 billion over 7 years, and \$7.3 billion over 5 years. It fits within the President's commitment to send Congress a balanced budget. Funding for this initiative will come from funds provided to states as part of comprehensive tobacco legislation.

2. What is class size in grades 1-3 now?

The nationwide average is 22, though many communities have classes much larger than that.

3. How does this proposal to hire 100,000 teachers compare with other Congressional proposals to hire additional teachers that have recently been announced?

A number of members in both Houses and both sides of the aisle have developed their own proposals to help school districts recruit or hire additional teachers. The President's proposal is the only one that is specifically aimed at providing smaller classes in the early grades. We do note that Rep. Paxon has announced a proposal that would also hire 100,000 teachers. While there are important differences between the President's proposal and Mr. Paxon's (Paxon's is not focused on reducing class size, and it is funded by eliminating Goals 2000, Americorps, the NEA), we hope that Paxon's proposal indicates that this is an area in which we can achieve bipartisan cooperation.

4. Gov. Wilson in California has launched his own initiative to reduce class size. Does the President's duplicate California's effort?

No. First, the President is proposing to reduce class size to an average of 18, whereas California's objective is 20. So this initiative can help California go further. Second, participating states like California will need to maintain their own efforts, and not simply use federal funds to substitute for state dollars. Third, we've learned from the experience in California in designing our proposal-- school districts need qualified teachers, adequate space for smaller classes, and the time to plan for lowering class size. The President's proposal takes care of all of these requirements.

5. Gov. Gilmore in Virginia ran on a platform of hiring more teachers. Has the President stolen Gov. Gilmore's idea?

No. In 1983 when he was Governor of Arkansas, Bill Clinton reduced class size in kindergarten to 20 and in grades 1-3 to 23. He also instituted teacher training programs in reading, and teacher testing. This national initiative to reduce class size draws on the

President's decades-long leadership and experience in education; not from recent initiatives of any governor.

6. Will the teachers unions oppose the President's call for competency tests for teachers?

We hope not. Teachers have as great an interest as anyone in making sure that new teachers are well prepared to teach, and the unions have expressed a strong commitment to making sure new teachers are prepared to teach well.

7. This is a massive new funding program. Is this an effort to "buy" the support of the education establishment for the President's testing program?

This program is a significant new investment in education, as are his School Modernization and Education Opportunity Zones initiatives. Together they reflect his deeply held view that education is his top priority, and must be the top priority for the nation. His budget reflects his priorities. They are part of an overall strategy to set very high standards and give students, teachers and schools the support they need to reach those standards.

INTERNAL

PARTICIPATION OF NON-PUBLIC SCHOOL STUDENTS IN PROPOSED INITIATIVES *DRAFT DRAFT*

January 28, 1998

Class Size

- The 10% set-aside for the teacher quality fund will be available on the same basis for private school teachers for:
 - training for existing teachers
 - training support for new teachers
 - training teachers in reading (when the LEA uses its funds for this purpose)
- *Issue of participation in the incentive portion of the program still needs to be discussed further.*

School Construction

- *Still being discussed.*

Teacher Technology Training

- Teachers in non-public schools would be eligible for the training on the same basis as their public school counterparts.

Urban Initiative (Education Empowerment Zones)

- Non-public schools will receive materials, information, etc. developed through this grant.
- Teacher and administrator training under this grant will be provided on an equitable basis to non-public school teachers and administrators.

Safe and Drug-Free School Coordinators

- Students attending non-public schools will be eligible to receive the services of the coordinator on the same basis as their public school counterparts.

21st Century Learning Centers

- New provision reserving up to 10% of the funds for applications by a community-based organizations serving non-public school students or with programs located at non-public schools.
- Non-public school students are eligible to participate in LEA programs funded under this grant.

College-School Partnerships

- Public schools forming a partnership must invite the participation of eligible non-public schools. Non-public schools that participate in the partnership will receive the full level of benefits for their students.
- If the non-public school declines to participate in the partnership, eligible non-public school students will still be eligible to participate in the federally-assisted portion of the program on an equitable basis.

America Reads

- We will work with Congressional sponsors to ensure that private schools are able to participate in the partnerships and private school students are able to equitably participate in the America Reads Challenge program.



U.S. DEPARTMENT OF EDUCATION

Reducing Class Size: What Works?

Common sense suggests that smaller classes mean that teachers can devote more time to each individual student. Some states, such as Tennessee and Indiana, have already implemented programs aimed at reducing class size, and others, such as California and Nevada are initiating such projects. Simply reducing class size does not guarantee better results, however, and so efforts to improve the quality of education should use both their common sense and the available research evidence in their approaches to this type of reform.

Tennessee's Project STAR (Student-Teacher Achievement Ratio) was a four year longitudinal study of more than 300 kindergarten, first, second and third grade classrooms comparing classes of 13-17 students with classes of 22-25 students. The research evidence from student testing showed that the students in the smaller classes outperformed the students in the larger classes, whether or not the large class teachers had an aide helping them. In a follow-up study examining whether the effects of the smaller class experience persisted, researchers found that students who had been in the small STAR classes continued to perform better on various measures of achievement after they left the STAR classes for a regular-sized class in fourth and fifth grade. In a third study, called Project Challenge, substantial improvement in student achievement in reading and mathematics occurred when small classes were introduced in school districts populated with economically disadvantaged students.¹

Beginning in 1984, Indiana's Prime Time project allocated money to supporting the reduction of class size to 18 in first, second, and then kindergarten and third grade classrooms. Tests of student achievement found that for students in the smaller classes first grade reading scores improved the most dramatically, with smaller gains in mathematics.²

In both of these projects, teachers responded positively to working in the smaller classes. They believed that the classroom atmosphere improved, that students could receive more individualized attention, and that teachers had more flexibility to use different instructional approaches and assignments.³

Other states appear to be headed in the same direction. In the 1996-97 school year, California began its Class Size Reduction Program, through which it is giving money to school districts for the purpose of reducing the student-teacher ration to 20:1 in grades K-3.⁴ Nevada began its Class-Size

¹ See Mosteller and Educational Issues Series articles for this information.

² See Educational Issues Article for this information.

³ Mosteller and the Educational Issues article

⁴ California Department of Education Class Size Reduction document.

Reduction Program in 1990-91.⁵ Florida has also recently seen an effort to pass legislation designed to reduce class size.⁶

Reducing class size does not automatically mean better quality education, however, unless other factors are taken into consideration. Research and common sense both suggest that initiatives seeking to take best advantage of smaller classes should keep in mind the following:⁷

- The evidence of positive effects is clearest at the early grades.
- Teachers assigned or newly hired to teach in small classes should have the proper qualifications and training to enable them to teach students of that age and grade level.
- Professional development must correspond to the opportunities presented by smaller classes; teachers will not automatically take advantage of the smaller class by adopting better instructional strategies.
- Teachers' overall workload also needs to be taken into account if part of the objective is to increase the time a teacher devotes to an individual student; if a teacher teaches smaller classes, but still has to teach the same number of students in total, and has the same other responsibilities, then the objective isn't going to be met.
- When hiring new staff, school officials should review the qualifications of current staff and their current assignments in order to make the best decisions about what new staff are needed.
- A smaller student:teacher ratio does not necessarily mean a reduction in class size; depending on who's included in the count, and whether an additional teacher is assigned to the same classroom, the number of staff can be increased without altering class size.

⁵ Pepper Sturm Background Paper 97-7

⁶ See Florida Maximum Class Size Act document.

⁷ The following bullets are based primarily on the West Ed article and the Educational Issues Article.

INTERNAL

SCHOOL MODERNIZATION PROPOSAL QUESTIONS AND ANSWERS

Q. How does this compare to the proposal last year?

A. It is similar in that it: leverages about the same amount of bonds (\$22 billion in the new proposal, \$20 billion in the old proposal), is distributed in the same way (half to the 100 school districts with the largest number of low-income children, and the other half to States), and can be used for the same purposes under similar requirements and restrictions.

It is different in that it: distributes special bond authority instead of subsidy funds; covers the *full* interest on bonds, rather than *half* of the interest (and therefore provides schools with twice as much help); and provides the subsidy in the form of tax credits for bond holders.

Q. Is it really twice as big as last year's proposal, or has it just been extended for more years?

It is more than twice as big. The easiest way to confirm that is to recognize that it covers *full* interest rather than *half* interest on an even larger amount of bonds.

The comparisons can be confusing because the financing structure of the two approaches is so different. The 1997 proposal provided an up-front subsidy that was to be deposited in an interest-bearing account, and used over time to help pay a portion of the interest on long-term bonds. Therefore, the \$5 billion was a net present value figure, not the nominal long-term cost. In contrast, the tax credits are provided each year for up to the 15-year life of the bond. (The first 5 years of these tax credits cost the Treasury \$5 billion; the first 10 years costs more than \$10 billion; a cost estimate for the full life of the bonds is not available proposal).

Q. How are these different from tax-exempt bonds?

A. They are similar, but the School Modernization Bonds are more heavily subsidized by the Federal government, and more restricted in how they can be used. With tax-exempt bonds, States are provided with a limited authority to sell bonds on which the interest paid is excluded from Federal taxes. Purchasers are thus willing to accept a lower interest rate, saving the state or local government money on its borrowing. Similarly, the authority to offer School Modernization Bonds is allocated to State and local governments, but in this case the purchasers receive a tax *credit* designed to compensate the purchaser of the bond for the full interest.

Q. Why does this proposal have any better chance with Republicans, who shot down the previous proposal in last year's budget negotiations?

A. First, it uses an entirely different financing approach, building on a proposal that the Republicans were willing to accept in the tax bill last year. Second, there is a greater public understanding now of the enormous need to invest in making our schools better places to learn. (For example, in places like California that are reducing class sizes, there is a well-known shortage of classrooms).

Q. Wasn't part of the controversy over last year's proposal the Davis-Bacon prevailing wage requirements? Is that still a part of your proposal?

A. When Congress created this financing mechanism last year, Davis-Bacon was not included, and it was not an issue. Our proposal will not change that. These are tax incentives, and Davis-Bacon generally applies only to Federal *spending*. (For example, there is no Davis-Bacon requirement on tax-exempt bonds).

Q. Why should the Federal government get involved in school construction?

A. School construction will remain primarily a State and local responsibility. But America is facing a school facilities crisis -- a backlog of repairs, the need to modernize, and increasing enrollments that will demand new or expanded schools.

The U.S. General Accounting Office found that one-third of the Nation's schools, serving more than 14 million students, need extensive repair or renovation of one or more buildings. Almost half have inadequate electrical wiring for computers and other technology. On top of all of that, there is the need to address rising enrollments, and the desire in many schools to create room to reduce class sizes.

Far from taking over this responsibility, these special bonds would help States and school districts boost their construction and renovation activities to better meet America's needs.

Q. How many buildings could be modernized or built with these bonds?

A. That depends on local decisions, but we have made an estimate. According to GAO, the average school reported needing about \$2 million to repair and upgrade to good overall condition. The average new elementary school costs \$6 million and the average high school costs about \$15 million. If half of the funds are used for new construction, then \$20 billion in bonds would pay for **approximately 1000 new schools and 5000 major repair projects, bringing safer and more up-to-date classrooms to millions of students.**

MEMO

RE: National Clearinghouse for Educational Facilities

FROM: Susan Frost

January 28, 1998

Enclosed you will find a one-pager on the National Clearinghouse, followed by examples pulled from their web page.

The present website address is www.cefpi.com/ncef/

The address will be changed in the near future (date not yet determined) that address is www.ncefinfo@edfacilities.org

National Clearinghouse for Educational Facilities
January 26, 1998

The U.S. Department of Education through the National Library of Education has established a new National Clearinghouse for Educational Facilities. The mission of the Clearinghouse is to serve as a valuable resource to support practitioners in the nation's schools who are facing the challenge of planning educational facilities for today and the future. The NCEF will disseminate information both through its comprehensive internet database and through its Technical Assistance Program which can be easily accessed via toll free telephone (1.888.552.0624), electronic mail , Worldwide Web site, or by fax (540-231-2901).

The Clearinghouse has begun building an electronic database including all aspects of planning, financing, designing, and constructing educational facilities for kindergarten through high school. The database will contain information of best practices in maintaining facilities, as well as the removal of environmental hazards, improvements in air quality, plumbing, lighting, heating, and air conditioning.

The Technical Assistance Program is available to provide NCEF patrons with a variety of resources to aid their educational facilities pursuits. The Clearinghouse staff can offer assistance with issues ranging from planning and financing new and renovated schools to efficient construction design technologies and techniques. Likewise, NCEF recognizes the importance of maintaining schools and can offer helpful information for extending the life of school buildings.

The role of planning for and implementing building improvements that increase student achievement and safety and the use of modern technologies will also be important components in a series of regional workshops and publications directly related to the needs of Local Education Associations and State Education Associations. User services, other than workshops and training are targeted to developing profiles of model LEAs/SEAs and describing their best practices, provide information on financial strategies, assemble and make available a list of resource personnel in educational facilities field, as well as provide data on educational facility projects currently underway.

The NCEF, established as an affiliated ERIC Clearinghouse, operates in partnership with the Council of Educational Facility Planners, International and maintains cooperative agreements with Virginia Polytechnic Institute and State University and the University of Virginia.

The National Clearinghouse for Educational Facilities is located at the Virginia Tech Research Park at 1750 Kraft Drive, Suite 2200, Blacksburg, VA 24060.



The National Clearinghouse for Educational Facilities

Welcome to NCEF!

Sponsored by the U.S. Department of Education's National Library of Education, the NCEF acquires, manages, and disseminates information relating to educational facilities. Our mission is to serve as a resource for the nation's school personnel and allied professionals who plan, design, construct and maintain educational facilities. At our site you can:

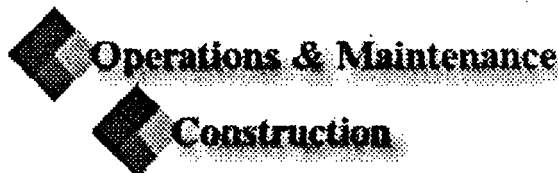
- ☐ Navigate the information topics.
- ☐ Access our on-line NCEF information database which contains abstracts of relevant publications and drawings and thumbnail profiles of award winning school facilities.
- ☐ Request informational assistance from our technical staff.
- ☐ Connect to the Educational Resources Information Center (ERIC).
- ☐ Get information on NCEF activities including workshops and publications.

Please explore our website and share your feedback!



Planning & Finance

Facility Design



Operations & Maintenance

Construction



S

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Facility Design



Design professionals are given the task of preparing architectural drawings to give the building form. This work is based upon the kind of educational program that will be offered and the number of students who will use the structure. Educators and design professionals must work closely in this phase of developing plans to insure compliance with educational needs. Good design is responsive to these needs and the end result is a functional and efficient building. Moreover, facilities designers should know that school design influences student learning and behavior.

NCEF serves as your information source on best practices in school facility design.

● Questions from the Field

Questions practitioners around the country have raised about educational facilities.

● What Works

Abstracts describing the work of practitioners in solving their specific educational facility problems.

● Related Links

A wide variety of links to Associations, Products and Services.

● Technical Assistance

The NCEF is happy to provide Technical Assistance in obtaining information related to specific educational facilities problems and issues.

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What Works in Design



Abstracts describing the work of practitioners in solving their specific educational facility problems.

[Indoor Air Quality-A Fresh Approach](#)

[Programming Circulation Factors in K-12 Facilities-Update](#)

[Build a School that Bends: Lessons Learned from Six Flexible Schools](#)

[School Facility Planning for Technology](#)

[The Importance of Innovation in School Design](#)

Indoor Air Quality-A Fresh Approach (1997)
Kane, Clyde, Minneapolis Public Schools
Kodet, Ed, Kodet Architectural Group, Ltd.
Meyer, Ken, Minneapolis Public Schools

More and more facility departments' staffs and budgets are being spent on addressing air quality issues in schools. To ensure a healthy and productive learning environment for students, Minneapolis Public Schools led a collaborative effort to establish design guidelines for air quality in their schools. The 9-month collaboration involved experts in design, construction, operations, maintenance, and environmental health and safety. Kane, Kodet and Meyer highlight the benefits of incorporating similar design guidelines into future school designs, and use the design for a new elementary school as a case study. They discuss the following topics:

- ☐ Benefits of incorporating similar design guidelines into school designs
- ☐ Opportunities for improvement in operations and maintenance that improve indoor air quality
- ☐ Design solutions to many indoor air quality issues

For more information, please contact: *The Council of Educational Facility Planners International*
cefpi@cefpi.com

Programming Circulation Factors in K-12 Facilities

Programming Circulation Factors in K-12 Facilities
Hall, Michael E., Fanning/Howey Associates, Inc.
Fanning, Ronald, Fanning/Howey Associates, Inc.

Hall and Fanning present research on K-12 facilities recently constructed, analyzing actual percentages necessary for corridors, mechanical, restroom, and circulation spaces. Numerous elementary schools, middle schools, and high schools will be reviewed in detail, as well as floor plans and design criteria. A review of factors utilized by various education consultants is also included. Hall and Fanning demonstrate:

- ☐ Programming factors vary for the various grade levels served
- ☐ The traditional percentages for circulation and construction are inadequate
- ☐ New data has added greater veracity to the body of research presented

For more information, please contact: *The Council of Educational Facility Planners International* cefpi@cefpi.com

Build a School that Bends: Lessons Learned from Six Flexible Schools (1997)

Pettit, John, DLR; John Graham Associates
Blackwell, John, DLR; Lescher and Mahoney

Flexibility is the catch phrase of today's school design. Pettit and Blackwell explore flexible elementary, middle and high schools to find valuable lessons from the past and form an agenda for the future. Inspired by a series of post-occupancy inspections of schools designed to be flexible, the feedback from principals, staff, students and original designers creates the basis for the information presented.

For more information, please contact: *The Council of Educational Facility Planners International* cefpi@cefpi.com

School Facility Planning for Technology
Blad, Kenneth, Goshen Community Schools
Speicher, Dean A., Speicher Fields & Associates, Inc.
Wickstrom, Douglas, Fanning/Howey Associates, Inc.

Do you need ideas and new tools for planning and designing school facilities that incorporate state-of-the-art technologies in a variety of learning spaces? Do you need the latest thinking on how new technologies impact educational space planning and curriculum delivery? Explore alternative design solutions which incorporate a variety of technologies for elementary, middle school, and high school levels. An architect and technology consultant present alternative approaches to incorporating the latest technologies into Language Arts, Science, Mathematics, Social Studies, Fine Arts, Practical Arts, Technology Education, Interdisciplinary Studies, Distance Learning,

Library and administrative spaces. A school superintendent shares user planning and implementation experiences.

For more information, please contact: *The Council of Educational Facility Planners International* cefpi@cefpi.com

The Importance of Innovation in School Design

Bordwell, Raymond C., Perkins & Will

Brubaker, C. William, Perkins & Will

Schools tend to reflect the societies in which they are embedded. In America before 1900, little formal education was required to manage what was for the vast majority an agrarian life. In the information age, employees need a new set of skills to compete in a global economy. The reality however, is the factory model school - a model which does not by its design promote the critical thinking and team work skills required today. Many students still attend factory-model schools designed for students to passively listen to lectures.

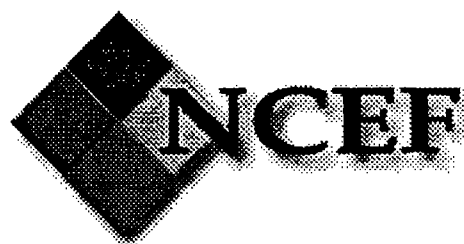
If this model school continues to be designed, buildings will continue to require more square footage per student. The need for innovation, to design buildings that reflect these needs and use of modern educational technology systems, is paramount in the support of modern education. The postindustrial society calls for a new, Information Technologies Model (ITM) school building. This model increases the interaction between teachers, students and their communities.

For more information, please contact: *The Council of Educational Facility Planners International* cefpi@cefpi.com

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Planning and Finance



School facility planning is a series of sequential processes and events where education professionals and the community work together to achieve the best and most cost effective school building possible. Constructing a school building is one of the largest single expenditures of funds a school district makes. School boards should be well informed to properly fund such a project. For example, in some states there are specific procedures a school district must observe and follow to obtain capital funds. However, in recent years several alternative capital spending programs have been successfully used by local school districts in these states.

NCEF serves as your information source on the planning and finance of school facilities.



Questions from the Field

Questions practitioners around the country have raised about educational facilities.



What Works

Abstracts describing the work of practitioners in solving their specific educational facility problems.



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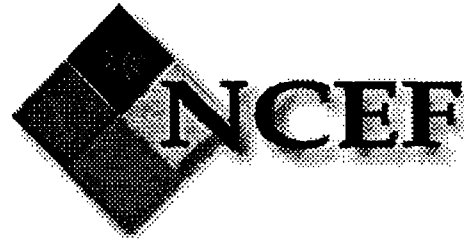


Technical Assistance

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What Works in Planning and Finance



Abstracts describing the work of practitioners in solving their specific educational facility problems.

[Connecting Schools to Family, Community & Work](#)

[Tax Exempt Leasing-A Viable School Technology Procurement Option](#)

[From Independent Decision-Making to Group Conclusions: Community Based Involvement in Decision Making](#)

[A Comparative Assessment of Various Building Alternatives for New Schools: Custom, Prototype, Modular, Mini Schools, Conversions, Deployable/Temporary Classrooms, Plus a Glance at the Classroom of the Future](#)

[Community Schools - Community Planning!](#)

Connecting Schools to Family, Community & Work (1997)

Jilk, Bruce, HGA

Hamilton, John, Cunningham Group

Copa, George, University of Minnesota

Quality schools are enhanced by a connection to family, community and work. There are many approaches for extending the educational philosophy to the family, community and work. Integrating school and society transforms the learning environment. Case studies are included.

For more information, please contact: *The Council of Educational Facility Planners International*
cefpi@cefpi.com

Tax Exempt Leasing-A Viable School Technology Procurement Option (1997)

Tilden, Rich, AT&T Capital Corporation

Schools remain under considerable financial pressures driven by increasing enrollment

and the need to obtain computers and other technology products. Although bonds, taxpayer support, foundations and tuition will continue to satisfy a portion of school funding needs, tax-exempt leasing can often be used to better address these requirements. This valuable funding option is flexible in providing leveraging opportunities for school architects and contractors.

For more information, please contact: *The Council of Educational Facility Planners International* cefpi@cefpi.com

**From Independent Decision-Making to Group Conclusions:
Community Based Involvement in Decision Making (1997)
Clayton, John T. "Clay" III, Heery International, P.C.
Robertson, Sue, DeJong & Associates, Inc.**

Building consensus among participants, such as public officials, administrators, and community members, is crucial to the success of a project. Throughout the planning and design process, various groups are frequently required to make decisions determining the direction and organizing action. The efficacy of that decision-making has a long-range impact on the design process and outcome. Clay and Robertson present a proven framework for organizing and facilitating community forums and consensus building, effective in educational facility planning as well as many other venues.

For more information, please contact: *The Council of Educational Facility Planners International* cefpi@cefpi.com

**A Comparative Assessment of Various Building Alternatives for New Schools: Custom, Prototype, Modular, Mini Schools, Conversions, Deployable/Temporary Classrooms, Plus a Glance at the Classroom of the Future (1997)
Nair, Prakash, NYC School Construction Authority**

Over the past seven years, New York City has produced well over 50,000 new classroom seats using a variety of long and short-term solutions. In a period of unprecedented growth of the school population, over 70 new schools and additions and scores of temporary structures have been built to address the City's massive overcrowding problem.

Nair discusses the following issues related to building alternatives:

- ☐ Importance of planning and educational programming
- ☐ Site considerations and their influence on design
- ☐ Measuring building functionality
- ☐ Technology preparedness
- ☐ Initial capital expenditure vs. life-cycle costs

- ☐ The role of quality and aesthetics
- ☐ Design and construction schedules
- ☐ Constructability, code and other engineering issues
- ☐ Occupants' viewpoint - the post occupancy evaluation

Building a facility that will function effectively 30 or even 10 years into the future is a difficult challenge given today's rapidly changing educational climate. Those changes are fueled by new insights into the way children learn and by technological innovations in the classroom.

For more information, please contact: *The Council of Educational Facility Planners International* cefpi@cefpi.com

Community Schools - Community Planning! (1997) **Haydon, Donald M. Jr., Minneapolis Public Schools**

New schools or changes to existing schools can have a dramatic impact on the surrounding community. No longer are school buildings designed only for daytime use by children, but rather as community centers. The Minneapolis Public Schools have benefited from local community funding for improvements to existing schools; these projects have been jointly planned and jointly financed. Larger capital projects, such as the construction of several schools in a specific geographic area, have the potential to influence the development of the community at large - either for the better or for the worse. As Minneapolis Schools strives to locate sites to accommodate a growing enrollment, we are facing far-reaching municipal planning issues. Haydon's discussion includes a review of success in working with communities to improve our schools' physical plants, and how this involvement can be applied to locating our schools.

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**URBAN AND RURAL EDUCATION
OPPORTUNITY ZONES – *EXAMPLES OF ACTIVITIES THAT COULD
BE SUPPORTED UNDER THE PROPOSAL***

January 26, 1998

Student Assistance and Accountability:

- In **Chicago**, many students participate in the district's Lighthouse after-school program, which features intense reading/math instruction, social, and other enrichment activities, and a meal. Students in the district who perform below minimum standards at key transition grades (3, 6, 8 and 9) are required to participate in a seven-week "SummerBridge" program and pass a test before moving on to the next grade. Over 45,000 students were served in the SummerBridge program in 1997, and over 144,000 students participated in some form of summer activity.
- The **Long Beach** school district required 1,600 third graders who had not attained reading proficiency by the end of the year to attend five-week tutorial sessions.
- In **Cincinnati**, student promotion is now based on specific standards that define what students must know and be able to do. The standards are designed to prepare students to pass the state's ninth-grade proficiency test.
- In the **Halifax County**, North Carolina School District, high school honor students are paid by the district to tutor younger students in reading one-and-a-half hours per day and the district hires retired teachers to work with struggling students.
- A before- and after-school tutoring program offered by the **Fentress County** school system in Jamestown, Tennessee provides approximately 300 students with long- or short-term assistance to address their instructional needs. The program is offered in all grades; mathematics and language arts are priorities for high school students.
- After determining that half of its middle grade students were reading below grade level, staff in the **Wilkes County** schools in Washington, Georgia made intensive reading instruction a priority. The district has worked to upgrade professional development in reading instruction and reduce class size, helping teachers work with individual students.
- In the **Rogers and Holland** school districts in Texas, students and teachers identify a project that utilizes technology as a primary research tool. Teachers create teams of 2 to 4 students, a mentor teacher-- and an expert who is linked via technology. The approach connects students to information sources beyond the rural communities and gets them actively engaged in learning.

Staff Effectiveness and Accountability:

- **Charlotte-Mecklenburg's** Benchmark Goals program gives cash awards of \$750 to

\$1,000 to teachers in schools whose students meet a range of goals that reflect improvements from previous performance. The goals are structured so that schools have an incentive to raise the achievement of their lowest performing students. The program also focuses on goals for African American students, who historically have been under-achievers in the Charlotte school system, thus ensuring that schools work to close the achievement gap between African American and white students.

- In Cincinnati, school district administrators' pay raises are now linked to job performance, with automatic cost-of-living adjustments and salary rates being replaced by new criteria, including performance on several measures such as student test scores and graduation rates. The district is also preparing a system for providing financial rewards to schools based on student achievement, to take effect in 1998-99.
- In St. Paul, the school district is collaborating with the teachers' union and the University of Minnesota on Project 20/20 to support teachers through the National Board for Professional Teaching Standards (NBPTS) certification process. The district pays the application fees and the university and other partners develop and conduct professional support programs for the candidates.
- School districts like Los Angeles, where teachers will get a raise of 15%, are providing significant salary increases to reward National Board Certified Master Teachers.
- Peer review and assistance programs help beginning teachers learn to teach and help veterans who are having difficulty improve their teaching or leave the classroom without union grievances or delays. In New York City, for example, low-performing teachers can be assigned to an intervention program where they gain assistance from colleagues and administrators, and if unable to improve, are counseled out of the profession or removed. In Cincinnati and Toledo, which also have such programs, while most teachers improve their performance, roughly one-third of the teachers referred to intervention have left teaching by the end of the year, through resignation, retirement or dismissal. Columbus and Seattle also have aggressive peer review programs.
- In Rochester, expert, experienced teachers can be selected through a rigorous evaluation process as "lead teachers" and given significant salary stipends to become involved with peer counseling, or to take on other reform-related priorities such as consulting with new teachers, accepting positions in "intervention" schools, and developing curricula.
- New York City's Community District 2 places an unusually strong emphasis on providing ongoing opportunities for teachers to build skills and learn from one another. For example, the district enables visiting teachers to observe and practice with a highly accomplished teacher for three weeks while their classrooms are taught by another experienced teacher. District 2 registered the second highest standardized test scores in math and reading in the city.

- Students in the **Penasco Independent Schools** in New Mexico benefit from a districtwide plan for student success that sets standards for all district staff. The plan specifies what administrators, teachers, and support staff must do to reach the district's targeted goals in a number of areas, including academic performance, attendance, and parent involvement. The plan also includes benchmarks to help staff assess their progress toward the goals. Student performance on the New Mexico High School Competency Exam and on the portfolio writing assessment have increased over the last three years.

School Improvement and Accountability:

- In 1994, the **San Francisco Unified School District** reconstituted Visitacion Valley Middle School because of its low performance on a number of measures. The school district hired a new principal, who then hand-picked a new staff that redesigned the school's structure and program, including a new commitment to a safe atmosphere and to fostering children's educational development. The school is now a "graduate" of the reconstitution process, having shown gains in student achievement since reconstitution.
- The **Charlotte-Mecklenburg** school system distributes to parents easy-to-read student learning goals at the beginning of the school year. The district then follows up with school report cards on student attendance and performance that are distributed to parents and every household in the district, and are published in the newspaper, in part to help inform parents' decisions about the district's magnet schools.
- In **Chicago**, schools are placed on probation due to continuously low student achievement. These schools will be targeted for aggressive intervention strategies by the district, such as providing intensive help and training from expert teams of educators, or, where necessary, replacing ineffective principals and teachers. In the event of persistent failure, the district may shut down and reorganize the schools. Seven high schools were reconstituted between the 1996-97 and 1997-98 school years.

Chicago also recognizes a number of exemplary schools, providing financial rewards of \$5,000 and \$10,000 to the winners to become professional development centers for other schools. Seventeen schools were awarded exemplary status in the first year.

- **New York City** also has a union-district negotiated process for "redesigning" schools identified by the state as failing. Such schools can replace approximately half the incumbent teaching faculty. For example, at PS 154 in Harlem, test scores have gone up significantly since the school was reopened in the fall of 1996.
- **McCreary County, Kentucky** has taken advantage of the fact that one of its schools was designated as in need of assistance from one of Kentucky's Distinguished Educators. The Distinguished Educator introduced the school to a variety of effective instructional

strategies, which the county then disseminated to other schools in the district. Teachers have been working to align the county's curriculum with the state's standards. Schools develop their own improvement plans based on student achievement data, and use the plans to determine teachers' professional development needs. McCreary County has met its 1998 state accountability target a year early.

- The **Los Fresnos Independent School District** in Texas supplements the state assessment with local assessments -- administered three times each year -- to provide teachers with data for monitoring students' progress, and to modify timelines and instructional practices. Students who consistently perform below expectations are tutored after school by certified teachers, who receive Title I-funded stipends. In 1997, 84 percent of students tested passed all portions of the state assessment -- up from 77 percent in 1996.

Public School Choice:

- In **Boston**, all parents choose their child's public school, and have a wide array of options ranging from neighborhood schools, magnet schools, and pilot and public charter schools which operate under performance contracts that provide them with greater autonomy and accountability for results.
- The **Houston Independent School District** recently instituted an open choice program. Parents may send their children to any of the district's 258 schools provided the school is enrolled at 95 percent of capacity or below. The district is currently analyzing available space and plans to publish the information in the near future; parents will apply to the district transfer office to change schools. In addition to this choice program, the district has launched an aggressive effort to support in-district charter schools.
- **Cambridge, Massachusetts** allows every family to choose a public school for their child. The school district provides information on every school and has created parent centers to help parents learn about and choose a public school for their child. More than 90% of parents get their first choice of kindergarten for their child, and most get one of their top picks at all grade levels.
- The **San Diego** school district has helped parents, teachers, and principals create more than a dozen public charter schools that stay open only as long as they do a good job. These are all schools of choice, publicly accountable and open to students from around the school district.
- The **Zuni Pueblo Public School District** in New Mexico has public school choice, enabling families to choose among local schools, BIA and BIA-supported boarding schools. Families are well connected with the schools, for example, school conferences draw 100 percent participation from parents.

HIGH HOPES for College for America's Youth

"I also ask this Congress to support our efforts to enlist colleges and universities to reach out to disadvantaged children starting in the sixth grade so that they can get the guidance and hope they need so they can know that they, too, will be able to go on to college."

--President Clinton, State of the Union address, January 27, 1998

To inspire more of our young people to have high expectations, to stay in school and study hard, and to go to college, the President is proposing a long-term investment to promote partnerships between middle or junior high schools in low-income communities and colleges to provide children with the support they need starting in sixth or seventh grade and continuing through high school graduation.

College-School Partnerships. The U.S. Department of Education would offer competitive grants to create or expand partnerships between degree-granting colleges and middle schools with at least 50 percent low-income students (with a funding priority for 75 percent or higher). The partnership must also include at least two other entities, such as community-based organizations and businesses. The children would be provided with:

- **Financial aid information.** To make sure that they understand that college is affordable regardless of family income, the children and their families would receive college counseling and a 21st Century Scholar certificate, an official notification of their eligibility for Federal aid. Partnerships would also be encouraged to provide last-dollar scholarships to reduce students' need for loans.
- **Mentors and other support.** Colleges and schools -- working with parents, community and religious groups, and businesses -- would provide information about what it means and what it takes to go to college, as well as supplemental academic support, mentoring, college visits, and other services to help the children stay on track through high school graduation and into college.
- **Rigorous core courses and parent involvement.** The partnerships will help ensure that children have access to the rigorous core courses that prepare them for college and let parents know how they can help their children prepare for college.

High Hopes projects must:

- begin not later than middle or junior high school (the 6th or 7th grade) and continue to provide help through high school;
- serve a whole cohort of students (such as an entire sixth grade); and,
- employ at least one full-time coordinator.

Activities: The partnerships will provide college awareness services while encouraging students to take core college preparatory courses. Partnerships will provide information about higher education options, required courses, and financial aid, with the goal of increasing middle school students' awareness of college as a goal within reach. Building on successful model programs, the partnerships would also provide other support, such as: trained and screened mentors and other adult role models; trained tutors and other supplemental academic assistance; train teachers, staff, and volunteers regarding college preparation and to raise their expectations of students; arrange activities and field trips to promote academic achievement and college

awareness; and other costs associated with the project, including planning and evaluation. Local programs will have great flexibility but must demand results in terms of more students taking more challenging courses, increased achievement in high school, lower drop out rates, and ultimately higher enrollment and success in college.

Federal funding: This new effort will complement the TRIO early intervention programs -- which are slated for a \$53 million increase in the President's FY 99 Budget -- and will not take away funds from other existing student aid programs. In the first year, the Department of Education would pick up not more than 80 percent of the cost of the program. The Federal share would decline 10 percentage points each year until it reaches 30 percent. Partnerships could include in their local share the use of Federal Work-Study funds to hire college students to provide services to the partnership, and the provision of non-Federal financial aid for future college expenses. Partnerships would apply to the Secretary of Education for a 6-year grant with annual reviews. The U.S. Department of Education will also ensure that partnerships and potential applicants have access to information on effective early information strategies.

PRESIDENT CLINTON'S EDUCATION INITIATIVES: STRENGTHEN THE FOUNDATION OF EDUCATION AND DIRECTLY ADDRESS CRITICAL NEEDS OF AMERICA'S CHILDREN AND SCHOOLS

January 27, 1998

Five years ago, President Clinton set the nation on a course to achieve a balanced budget. At the same time, he made a commitment to invest the time, energy and resources to improve the educational opportunities of students of all ages. In this information and technology era, America's long-term competitiveness and prosperity will be determined by our willingness to make our schools better and help families pay for college.

In too many schools and classrooms across the nation, student learning is hindered by large class sizes, poor-quality academic facilities, and the threat of drugs and violence. Student learning can be enhanced by raising our educational standards across the board. For too many families, college seems out of reach at a time when a higher education is more important than ever. The following initiatives will help address these problems and create safe, modern schools that promote quality teaching and learning and help families pay for college:

- **Modernize Schools for the 21st Century**
- **A National Effort to Reduce Class Size: Smaller Classes With Qualified Teachers**
- **Education Opportunity Zones: Strengthening Urban and Rural Schools**
- **After-School: Creating Safe-Havens for Enhancing Learning**
- **Recruiting, Preparing and Supporting Quality Teachers**
- **Expanding College Work-Study and Encouraging College Students to be Reading Tutors**
- **Helping Families Pay for College**
 - Hope Scholarship Tax Credit for first two years of college
 - Lifelong Learning Tax Credit for upgrading skills for the third and fourth years of college and graduate school
 - Largest Pell Grants ever for low and moderate income students
 - College Education IRAs
 - Student Loans -- Cheaper and easier to get with interest tax deductible
 - Americorps: Paying for college by doing community service

Modernize Schools for the 21st Century

In order for students to learn and to compete in the global economy, schools must be well-equipped and they must be able to accommodate smaller class sizes. To address these and other critical needs, the President's FY 99 Budget will propose Federal tax credits to pay interest on nearly \$22 billion in bonds to build and renovate public schools. This is more than double the assistance proposed last year, which covered half the interest on an estimated \$20 billion in bonds. The new proposal provides tax credits in lieu of interest payments for investors in two types of bonds: School Modernization Bonds (a new proposal), and expansion of the Qualified Zone Academy Bonds (created last year). These tax credits will cost the Treasury \$5 billion over 5 years, and more than \$10 billion over ten years.

School Modernization Bonds

\$19.4 billion in zero-interest bonds (\$9.7 billion in 1999 and \$9.7 billion in 2000) is proposed for construction and renovation of public school facilities. The Department of the Treasury would allocate the rights to offer these special 15-year bonds to States, territories, and certain school districts that have submitted school construction plans to the Secretary of Education.

- Half of the bond authority would be allocated to the 100 school districts with the largest number of low-income children, in proportion to the number of such children served (the Title I Basic Grant formula), to provide assistance in accordance with each school district's plan.
- The other half would be allocated to States and territories to provide to school districts in need of assistance in accordance with each State's plan. The bond authority would be allocated according to the State's proportion of low-income children (Title I Basic Grant formula), except that children in the 100 school districts (above) would not be included in the count.

School Construction Plans: In order to receive a bond allocation, States, territories, and the eligible 100 school districts would be required to submit a plan to the Secretary of Education. The plans would (1) demonstrate that a comprehensive survey has been undertaken of the construction and renovation needs in the jurisdiction, including meeting requirements for access by persons with disabilities, and (2) describe how the jurisdiction will ensure that the bond funds are used for the purposes intended by this proposal, including the requirement that they will supplement, not supplant, amounts that would have been spent on construction and renovation in the absence of these bonds. State plans would also describe how they will ensure that localities with the greatest need — as demonstrated by inadequate facilities coupled with a low level of resources to meet the needs — would be served.

Qualified Zone Academy Bonds

This program, created by the Taxpayer Relief Act of 1997, provides a tax credit to pay interest on bonds for a variety of expenses (including building renovation) related to certain public school-business partnerships. The FY 99 Budget would expand these bonds to cover school construction, and would increase and extend the bond authority by \$2.4 billion (an additional \$1 billion, to \$1.4 billion, in 1999, and \$1.4 billion in 2000). This bond authority is allocated to States on the basis of their respective populations of individuals with incomes below the poverty line.

A NATIONAL EFFORT TO REDUCE CLASS SIZE: SMALLER CLASSES WITH QUALIFIED TEACHERS

January 26, 1998

REDUCING CLASS SIZE IN GRADES 1-3 TO NATIONWIDE AVERAGE OF 18. In his State of the Union address, President Clinton will propose a \$12 billion initiative over 7 years (\$7.3 billion over 5 years) to help local schools provide small classes with qualified teachers in the early grades. This will help make sure that every child receives personal attention, gets a solid foundation for further learning, and learns to read independently by the end of third grade. The new initiative will reduce class size in grades 1-3 to a nationwide average of 18, by providing funds to help local school districts hire and pay the salaries of an additional 100,000 teachers. States will receive funds for teacher training, and new teachers will be required to pass state competency tests.

Small Classes Make a Difference. Studies confirm what parents and teachers know from experience—small classes promote effective teaching and learning. In a landmark four-year experimental study of class size reduction in grades kindergarten through 3 in Tennessee, researchers found that students in smaller classes earned significantly higher scores on basic skills tests in all four years and in all types of schools. The effects of smaller classes were largest for students in inner-city classes. Follow-up studies have shown that these achievement gains continued after the students returned to regular-size classes after third grade. Teachers in the study reported that they preferred small classes in order to better identify student needs, provide more individual attention, and cover more material effectively.

A Competent Teacher in Every Classroom. To master the basics and learn to read well, students need teachers who are qualified to teach. President Clinton's class size reduction initiative will help provide qualified teachers in grades 1-3 by:

Requiring State Basic Skills Testing for New Teachers: States would be required to implement basic skills testing for new teachers, to ensure parents that new teachers have basic reading and math skills. Each state would select the tests it determines is most appropriate for this purpose. Most states have such tests. Participating states and school districts would also be required to ensure that individuals hired to fill these new positions be either fully certified, or making satisfactory progress toward full certification. School districts could use funds to provide teachers with the additional training needed to meet certification requirements.

Providing Funds for Teacher Training and Testing: 10% of the funds in this initiative can be used to promote high quality teaching by (1) training teachers in proven practices for teaching reading and in effective practices in small classes; (2) providing mentors or other support for newly hired teachers; (3) providing incentives to recruit qualified teachers to high poverty schools; and (4) testing new teachers before they are hired and developing more rigorous tests for beginning teachers.

Encouraging States to Adopt Rigorous Professional Tests and Upgrade Teacher Certification Requirements. Teachers should be able to demonstrate that they know the subject to be taught and have the necessary knowledge and skills to help their students reach challenging state academic standards. States would be encouraged to use a portion of their funds to toughen teacher certification requirements and to require new teachers to demonstrate competence. For example, states could use these funds to develop rigorous tests of subject matter expertise and professional knowledge that prospective teachers would be required to pass before they start teaching.

Holding Schools Accountable for Results. School districts receiving these funds would be required to show that each school is making measurable progress in improving reading achievement within 3 years, or take necessary corrective actions – such as providing additional teacher training, revising the curriculum, or implementing proven practices for teaching reading. School districts could lose funding if there is no subsequent improvement in reading achievement in those schools. School districts would also be required to publish an annual school report card, providing parents and taxpayers with clear information on student achievement, class size, and teacher qualifications.

Targeting Funding. Funds for the President's class size reduction initiative will be distributed to states on the basis of the Title 1 formula. Within the state, each high-poverty school district would receive the same share of these funds as it received under Title 1, and the remaining funds would be distributed within the state based on class size. Matching funds would be required from participating school districts, on a sliding scale ranging from 10-50%, with high-poverty districts contributing the least. Once a state has reached an average class size of 18 in grades 1-3, it could use these funds to further reduce class size in the early grades, or it could extend its efforts to other grades.

Providing Facilities for Additional Classrooms. In order to help school systems meet the need for additional classroom space, the President is (1) proposing a \$10 billion school modernization initiative over 10 years, that will provide incentives for communities to invest in local school facilities by leveraging \$22 billion in bonds during 1999-2000; (2) ensuring that changes to facilities in order to accommodate class size reductions is an allowable use of school modernization funds; (3) allowing for phased-in implementation of class size initiative to enhance state/local planning.

Building on Successful Reforms in Arkansas. As part of his comprehensive education reforms while Governor of Arkansas, Bill Clinton reduced class size in Arkansas to 20 in kindergarten and 23 in grades 1 through 3. His 1983 education reform plan also included a statewide intensive training program for elementary teachers and principals to improve teaching of reading, as well as basic skills testing for new teachers and basic skills and subject matter testing for experienced teachers.

**CLASS SIZE INITIATIVE
FIRST YEAR ALLOCATION
Initial Estimates**

<u>State</u>	<u>FY 1998</u>
Alabama	\$18,798,500
Alaska	2,582,684
Arizona	16,948,214
Arkansas	11,255,412
California	123,775,973
Colorado	10,486,875
Connecticut	10,226,945
Delaware	2,722,500
Florida	49,894,211
Georgia	28,996,899
Hawaii	3,002,253
Idaho	3,264,060
Illinois	48,546,200
Indiana	17,030,172
Iowa	7,751,102
Kansas	8,177,580
Kentucky	19,019,445
Louisiana	28,537,301
Maine	4,316,966
Maryland	14,780,655
Massachusetts	21,759,335
Michigan	48,682,108
Minnesota	12,936,107
Mississippi	18,599,632
Missouri	18,784,638
Montana	3,800,726
Nebraska	4,734,433
Nevada	3,295,673
New Hampshire	2,657,442
New Jersey	24,057,850
New Mexico	9,318,213
New York	101,247,267
North Carolina	20,747,668
North Dakota	2,656,033
Ohio	44,660,488
Oklahoma	12,948,826
Oregon	10,167,205
Pennsylvania	49,373,285
Rhode Island	3,657,146
South Carolina	14,035,900
South Dakota	2,894,782
Tennessee	19,191,869
Texas	94,146,440
Utah	4,929,582
Vermont	2,618,048
Virginia	16,407,512
Washington	16,163,147
West Virginia	10,946,862
Wisconsin	18,681,182
Wyoming	2,418,036
District of Columbia	3,209,436
Puerto Rico	39,159,179
BIA/Outlying Areas	11,000,000
Total	1,100,000,000

EDUCATION OPPORTUNITY ZONES: STRENGTHENING URBAN AND RURAL SCHOOLS

January 26, 1998

I challenge every school district to adopt high standards, to abolish social promotion, to move aggressively to help all students make the grade through tutoring, and summer schools, and to hold schools accountable for results, giving them the tools and the leadership and the parental involvement to do the job.

— President Bill Clinton, October 28, 1997

HELPING RAISE ACHIEVEMENT FOR STUDENTS IN HIGH POVERTY COMMUNITIES. President Clinton's Education Opportunity Zones initiative will strengthen public schools and help students master the basics where the need is the greatest: in high poverty urban and rural communities where low expectations, too many poorly prepared teachers, and overwhelmed school systems create significant barriers to high achievement. The Education Department will select approximately 50 high poverty urban and rural school districts that agree to: (1) use high standards and tests of student achievement to identify and provide help to students, teachers and schools who need it; (2) prevent students from falling behind by ensuring quality teaching, challenging curricula, and extended learning time; and (3) end social promotion and turn around failing schools. Added investments in these communities will accelerate their progress and provide successful models of system-wide, standards-based reform for the nation. The President's initiative will invest \$200 million in FY99, and \$1.5 billion over 5 years, to raise achievement and share lessons learned with school districts around the country.

ENDING SOCIAL PROMOTION, AND GIVING SCHOOLS THE TOOLS TO HELP EVERY CHILD MEET HIGH EXPECTATIONS. To be selected as Education Opportunity Zones, school districts will have to demonstrate that they are using their existing funds effectively to raise student achievement by: ■ holding schools accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress; ■ holding teachers and principals accountable for quality, including rewarding outstanding teachers, providing help to teachers who need it, and fairly and quickly removing ineffective teachers; ■ ensuring students don't fall behind, by providing a rich curriculum, good teaching and extended learning opportunities; ■ ending social promotions and requiring students to meet academic standards at key transition points in their academic careers; and ■ providing students and parents with school report cards and expanded choice within public education.

EXTRA RESOURCES TO IMPROVE TEACHING, LEARNING, AND LEADERSHIP. School districts will use Education Opportunity Zone funds to support standards-based, district-wide reforms such as: ■ rewarding schools that make significant gains in student achievement; ■ turning around failing schools by implementing proven reform models, or closing them down and reconstituting them; ■ providing extra help to students who need it to meet challenging standards, through after-school, Saturday, and/or summer school programs; ■ building stronger partnerships between schools and parents, businesses, and communities; ■ implementing sound management practices and accountability systems; ■ providing intensive professional development to teachers and principals; ■ helping outstanding teachers earn master teacher certification from the National Board

for Professional Teacher Standards and giving them bonuses when they do; and ■ implementing programs to identify low performing teachers, assist them to improve, and remove them if they fail to do so.

COMPETITIVE GRANTS TO SUPPORT PROMISING MODELS. Districts will be selected as Education Opportunity Zones under a competitive, peer-review process. A mix of large and smaller urban areas will be selected to participate, as well as rural school districts and consortia. Each urban Education Opportunity Zone will receive a 3-year grant of \$10-25 million per year (depending upon size and proposed activities), and each rural Zone will receive from \$250,000 to \$3 million (for consortia). Zones will be selected in two rounds, the first in FY 1999, and the second in FY 2001. Successful applicants will have broad-based partnerships to support their reforms — including parents, teachers, local government, business and civic groups, institutions of higher education and other key stakeholders. Successful applications will show how the district will use all available resources — federal, state, and local, as well as any business or foundation funds — to carry out its reform strategy and maintain it once these federal funds are no longer available.

REWARDS FOR DEMONSTRATED STUDENT ACHIEVEMENT GAINS. Each Education Opportunity Zone will agree to specific, ambitious, benchmarks for improved student achievement, lower dropout rates and other indicators of success, for districtwide performance and specific student subgroups. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching those benchmarks.

GREATER FLEXIBILITY IN USING OTHER FEDERAL RESOURCES. All schools in an Education Opportunity Zone school district — regardless of poverty level — will become eligible for schoolwide flexibility in the use of federal education funds. Requirements pertaining to school accountability, as well as special education, health, safety, and civil rights, will continue to be met.

ASSISTANCE TO HELP DISTRICTS FIND AND SHARE WHAT WORKS. The Department of Education will offer technical assistance, use technology to help districts consult with each other, and disseminate lessons learned to communities nationwide. Special attention will be given to helping school districts design and implement strategies for providing students who need it with early intervention and extra help to enable them to meet promotion standards. In addition, a national evaluation of the Education Opportunity Zones will be conducted, with the results helping to inform the next reauthorization of the Elementary and Secondary Education Act.

BOLD ACTION TO HELP CHILDREN IN OUR CITIES AND RURAL AREAS. Education Opportunity Zones are part of a broader set of initiatives to help strengthen high-poverty urban and rural schools. President Clinton is also proposing new initiatives to reduce class size in the primary grades, modernize school buildings, recruit and prepare teachers for underserved urban and rural areas, and dramatically expand the availability and quality of child care and after-school learning opportunities. These and other proposals will have a powerful impact on improving the prospects of children in some of our poorest communities.

**THE PRESIDENT ANNOUNCES NEW COMMITMENT
TO EXPAND AFTER-SCHOOL LEARNING OPPORTUNITIES FOR AMERICA'S CHILDREN
January 26, 1998**

"[W]e must make sure that every child has a safe and enriching place to go after school... I am proposing the expansion of before and after school programs to help some 500,000 children say no to drugs and alcohol and crime, and yes to reading, soccer, computers and a brighter future for themselves."

—President Clinton, January 7, 1998

The President today provided further details of his after-school initiative, which will make a \$2 billion investment in quality after-school programs. He also announced one of the largest private donations ever made to public education: a gift by C.S. Mott Foundation of up to \$55 million over 5 years —the use of which will be closely coordinated with the Department of Education —to enhance the quality of before-and after-school programs.

ANNOUNCING THE DETAILS OF THE AFTER-SCHOOL INITIATIVE —THE LARGEST SINGLE INVESTMENT TARGETED TO AFTER-SCHOOL EVER: As part of his historic child care initiative, the President has made quality after-school programs a national priority. That is why he proposed a dramatic expansion of the Department of Education's 21st Century Community Learning Center Program, which will help school-community partnerships create or expand before-and after-school programs. The President today announced the details of this proposal, including: a provision for a local match, which will leverage the funds from this new federal initiative to invest \$2 billion overall for after-school programs; better targeting of funds to high-need communities; and a set-aside of up to 10 percent of funds for community organizations to establish or expand their after-school programs.

These efforts will provide quality extended learning opportunities for school-age children in a cost-effective manner by primarily using public schools and their existing resources. The expansion of the 21st Century Learning Center Program will promote learning and enrichment programs in such areas as computer skills, the arts, drama, music, community service, and the basic skills. The President's budget will request \$200 million per year for a total of \$1 billion over five years. These funds, combined with a local match, will provide care for up to 500,000 children each year. For FY 1998, the program is funded at \$40 million a year.

ANNOUNCING AN HISTORIC PUBLIC-PRIVATE PARTNERSHIP: The President also announced a donation by the C.S. Mott Foundation of up to \$55 million over 5 years for before-and after-school extended learning programs. Mott will work closely with Department of Education officials responsible for the 21st Century Community Learning Center Program in making the best possible use of these funds. Through Mott's generosity, the Department of Education will offer regional conferences, beginning next week, to help communities nationwide learn about quality after-school care and take advantage of new federal funds for before-and after-school programs.

ADDRESSING THE HUGE DEMANDS FOR AFTER-SCHOOL PROGRAMS: An estimated five million school-age children spend time as "latchkey kids" without adult supervision during a typical week. Research indicates that during these unsupervised hours children are more likely to engage in at-risk behavior, such as crime, drugs, and alcohol use. In fact, according to FBI statistics, most juvenile crime takes place between the hours of 3 pm and 8 pm. While young people need a safe place after school, only about 1.7 million children from kindergarten through grade 8 were enrolled in 49,500 formal before-and after-school programs of any type. Programs in schools are even more scarce: 70 percent of all public elementary and combined schools do not offer such programs.

HIGHLIGHTING A PROGRAM THAT MAKES A DIFFERENCE: Later today, the First Lady will travel to the Harriett Tubman School in New York City to tour their Virtual Y Program. In addition to its strong focus on building academic skills, the Virtual Y Program also provides a safe and stimulating environment during the hours of the day when children are most at risk. The after-school extended learning program is integral to their overall school improvement efforts that has helped raise achievement. During this visit, the First Lady will discuss how the Administration's after-school initiative will help ensure that children across the country have access to programs as enriching as the after-school program at the Harriett Tubman School.

**FY 1999 EDUCATION INITIATIVES
PREVIOUSLY ANNOUNCED BY THE PRESIDENT**

**July 17, 1997 Title V of the Higher Education Act
(Teacher Recruitment and Training)**

January 9, 1998 Expansion of Federal Work Study Program

January 26, 1997

PRESIDENT CLINTON:
HELPING ONE MILLION STUDENTS WORK THEIR WAY THROUGH COLLEGE
January 9, 1998

I challenge Congress to expand work-study and help one million young Americans work their way through college by the year 2000.

—President Clinton, State of the Union Address, January 23, 1996

MEETING THE COMMITMENT EARLY. Two years ago, the President committed to expanding the Federal Work-Study Program to one million participants by the year 2000. Today, the President is proposing to meet that goal one year early. His FY 1999 Budget—the first balanced budget in nearly 30 years—will include a \$70 million increase in Work-Study funding, bringing the total number of projected participants to just over one million in the 1999-2000 school year. This represents nearly a 50% funding increase since 1996.

- ***What is Work-Study?*** The program provides undergraduate and graduate students with part-time employment to help meet their financial needs and to give them experience while helping the campus or surrounding community. Students at more than 3,000 colleges, universities, and trade schools receive Federal Work-Study funds as part of their financial aid packages. Generally, the employer picks up not less than 25% of the earnings, with the Work-Study program paying the remainder.
- ***What is the proposal for FY 1999?*** President Clinton proposes to increase Federal Work-Study funds to \$900 million in FY 1999, a \$70 million increase over FY 1998. This proposal, the highest ever, would represent nearly a 50% increase in work-study funds over the last three years and, together with employer matching, would create roughly \$1.1 billion in work-study aid to over one million students nationwide.

WORK-STUDY IS AN IMPORTANT PART OF THE AMERICA READS CHALLENGE.

Building on the Work-Study program's long commitment to community service, in September 1996, the President called on colleges to commit some of their work-study students to help meet the goal of ensuring that all children can read well and independently by the end of third grade. To encourage college participation, the Administration waived the usual 25% matching requirement, so that the Federal Work-Study funds could be used for 100% of these work-study wages.

- ***838 colleges and universities have accepted the President's America Reads Challenge*** and have pledged to send work-study students into surrounding schools and communities to provide extra reading practice for children who need it. For example, in Houston, Federal Work Study students are providing tutoring through Houston Reads to Lead, a community-wide reading program. Houston Reads to Lead is a coalition of the Houston READ Commission, Interfaith Ministries, Houston Independent School District, San Jacinto Girl Scout Council, local libraries, and community learning centers.
- ***The waiver will be expanded this year.*** To more effectively reach the parents of children from preschool through elementary school, the waiver of the 25% matching requirement will be expanded to include family literacy programs. Starting on July 1, 1998, the waiver will apply to work-study tutors who provide literacy services to children from infancy through elementary school *and to their parents or caregivers* who may need assistance with their own literacy skills. Research shows that children whose parents work with them on literacy skills during early childhood have a significantly better chance of reading well and independently.

PRESIDENT CLINTON -COLLEGE OPPORTUNITY FOR EVERYONE

January 9, 1998

WORK-STUDY -Expanded to one million recipients

The Federal-Work Study program, originally created by President Johnson in 1964, as part of the War on Poverty, provides undergraduate and graduate students with part-time employment to help meet their financial needs and to give them experience while helping the campus or surrounding community. The FY 1999 Budget will increase work-study funding to \$900 million, which is nearly a 50% increase since FY 1996.

HOPE SCHOLARSHIP CREDIT -Took effect on January 1, 1998

The Hope Scholarship Credit Helps make the first two years of college (or post-high school vocational training) universally available. Families are eligible for tax credits of up to \$1500 per-student for tuition in a student's first year and another \$1500 in the second year. The credit is available for college enrollment (and tuition paid) after January 1, 1998. 5.8 million students are estimated to benefit annually.

EDUCATION IRAs -Took effect on January 1, 1998

For each child under age 18, families may now deposit \$500 per year into an Education IRA in the child's name. Interest on these accounts is exempt from taxation if used for higher education. In addition, taxpayers may now withdraw funds from a regular IRA, without penalty, for their own higher education expenses or those of their spouse, child, or grandchild.

LIFETIME LEARNING CREDIT -Will take effect July 1, 1998

This tax credit helps offset tuition costs for college juniors, seniors, graduate and professional degree students, as well as for adults who want to go back to school, change careers, or take a course or two to upgrade their skills. A family will receive a 20% tax credit for the first \$5,000 of tuition and required fees paid each year through 2002, and for the first \$10,000 thereafter. The credit is available for enrollment (and tuition paid) after July 1, 1998. 7.1 million students are expected to benefit annually.

PELL GRANTS -Largest increases in 20 years

For the past two years, President Clinton has proposed, and Congress has adopted, record increases in the maximum Pell Grant award. In the coming school year, 1998-99, nearly 4 million low-and moderate-income students will receive a Pell Grant of up to \$3,000. That is a 30% larger grant than when President Clinton came into office.

STUDENT LOANS -Cheaper, easier to get, new "pay as you earn" plan

More than 5 million students and parents will take out \$30 billion in Federally-backed student loans this year. Under student loan reforms enacted in the Administration's first year, the up-front fees on those loans have been cut by as much as half, interest costs are lower, and students have more repayment options than ever before, including the pay-as-you-earn (income contingent) repayment plan. The program simplification pioneered by the Direct Loan Program has also spurred improvements to the government-guarantee system, improving all students' access to loans.

AMERICORPS -Paying for college by doing community service

This year, nearly 50,000 young people will take advantage of the opportunity to perform community service, either on a full-time or part-time basis, allowing them to earn an award to pay for college or repay student loans. Participants in the AmeriCorps program earn education awards of up to \$4,725 for each year of service.

**Recruiting, Preparing, and Supporting Teachers:
U.S. Department of Education's Proposal for Reauthorization
of Title V of the Higher Education Act**

On July 17, 1997, President Clinton proposed two new programs for improving teacher preparation and for recruiting and training teachers to work in high-poverty urban and rural areas. These programs are part of the Department of Education's proposal for the reauthorization of Title V of the Higher Education Act.

While the federal government already addresses the professional development of current teachers, little has been invested in developing new teachers. Because our nation will be preparing more teachers than ever before, and for increasingly challenging classrooms, a federal investment targeted to teacher recruitment, preparation, and support in the first years of teaching can have a significant impact.

Our proposal has two parts: (1) support for the highest-quality teacher preparation for underserved urban and rural areas, and (2) recruitment of qualified teachers for these underserved areas. Both parts of the proposal also address induction, the time period in which many new teachers leave the field, in part because of a lack of support and quality preparation.

Lighthouse Partnerships for Teacher Preparation: Our proposed Lighthouse Partnerships program would identify a variety of institutions that prepare teachers well, in strong collaboration with school districts in high-poverty urban and rural areas, and promote the expansion of their best practices to other institutions. The program would be authorized at \$30 million for fiscal year 1999.

The proposal addresses three critical needs in teacher preparation. First, as a nation, we must identify best practices in teacher education, especially in preparing teachers to teach in high-poverty schools. The research and evaluation literature on teacher education programs that would tell us how best to prepare teachers does not yet exist. As a result, teacher preparation programs vary widely in approach and quality. Second, when exemplary teacher education practices are identified, they should be disseminated to other institutions; otherwise, good programs will remain islands of excellence with little impact on the great majority of prospective teachers. Third, because quality teacher preparation demands strong collaboration with elementary and secondary schools, school districts and teacher preparation institutions must work together in real partnerships to prepare teachers.

The Lighthouse Partnerships program, which emphasizes the vital role of K-12 educators in designing and implementing effective teacher preparation programs, would accelerate the change process by linking higher education institutions from across the country with each other, and with K-12 schools, to share best practices and learn from each others' work. The program would award five-year competitive grants to partnerships made up of institutions of higher education, K-12 school districts, and states. Other entities, including community colleges, could be partners

as well. The partnerships would be identified by rigorous criteria through a peer review process. At least one institution in each partnership would have already done the hard work of reforming their teacher education programs. They prepare teachers exceptionally well for high-need areas and have experience to share with partner institutions, who are working to redesign their programs.

Institutions and the school districts with which they collaborate would submit abbreviated proposals in a pre-application process. Applicants with the most promising proposals would then be invited to submit full proposals. Grantees would have to meet a set of rigorous criteria measuring such factors as the quality of institutions' teacher preparation programs, including their strong partnership with elementary and secondary schools in underserved areas, and the strength of the proposed partnership with other institutions of higher education. Grantees will likely represent a variety of approaches to teacher education, different types of institutions, and partnerships that transcend state and regional boundaries.

Funds would be used for refinement and evaluation of the institutions' teacher education programs; for the aggressive dissemination of information about best practices in teacher preparation to other institutions that prepare teachers; for technical assistance in restructuring the teacher preparation programs in the partnership; for the implementation of program improvements; for joint activities with school districts in the partnership; and for assessing the effectiveness of the grant activities.

Strong evaluation provisions in the legislation would require that the partnerships document improvement in teacher preparation programs and that they show improvement in the effectiveness and diversity of students completing their programs. In addition, they must show improvement in student achievement at the elementary and secondary schools with which they collaborate.

Recruiting New Teachers for Underserved Areas/Minority Teacher Recruitment: Our nation's schools will need to hire over two million teachers in the next decade, and they need a talented, well-prepared, and more diverse teaching force. Urban and rural schools will experience the most severe teacher shortages; at the same time, students in those schools often need the most qualified teachers.

The federal government cannot solve these recruitment challenges alone, but it can be a catalyst that stimulates the recruitment of minority teachers and teachers in areas of high need. We propose a program to increase the number of students, especially minority students, who complete high-quality teacher preparation programs. The program would promote teaching in underserved areas and would be authorized at \$37 million for fiscal year 1999 (with a small portion of these funds available to pay the cost of continuation grants under the current Minority Teacher Recruitment program, whose activities would be enhanced by this new authority.)

The program would award five-year competitive grants to partnerships between institutions of

higher education and school districts in underserved urban and rural areas, in conjunction with other partners such as community colleges, teachers' unions, community organizations, and States, to recruit and prepare teachers. Collaboratively, the partners would determine the needs of high-poverty schools in their communities, such as the need for diverse faculties or for teachers in particular subjects. Having completed this needs assessment, the partners would identify a pool of potential teachers fitting those needs, recruit individuals from this pool, and design high-quality preparation and induction programs tailored to those individuals.

The needs of the respective partnerships would determine their recruitment focus. Special consideration would be given to applications from minority-serving institutions and to applications most likely to result in increases in the numbers of minority individuals, including language minority individuals, and individuals with disabilities in the teaching force. The program would support scholarships for potential teachers. Applicants would determine the funding level and number of these scholarships according to the needs of their students. Because scholarships alone often are not enough to attract and retain participants in teacher education programs, the grantees could also provide support services such as academic counseling, tutoring, mentoring, child care, and transportation. Grantees would provide support services during participants' first three years of teaching, as well.

Individuals recruited into the program would commit to teach for at least three years in underserved school districts, defined by poverty level. The grantees would be judged by their success in preparing teachers to teach to high standards and in placing and retaining new teachers in high-need communities. Thus, they would have strong incentives to prepare students well for the challenges of teaching in high-poverty urban and rural schools and to support them effectively during their first years of teaching.

A matching requirement would help to ensure that the program activities continue after Federal funding ends. Over the five-year grant period, the federal share of the costs of the program activities would be reduced incrementally from 90 percent to 50 percent.

A focused federal investment in teacher recruitment and preparation can make a substantial impact on the development of new teachers. The Department's proposal for the reauthorization of Title V would be an effective answer to our nation's challenges in teaching.

NOTE: The Administration will seek appropriations for the authorized levels shown in this bill, within an overall budget that adheres to the discretionary spending limits to which the President and Congress have agreed in the Balanced Budget Act of 1997.

**PRESIDENT CLINTON'S EDUCATION INITIATIVES:
STRENGTHEN THE FOUNDATION OF EDUCATION
AND DIRECTLY ADDRESS CRITICAL NEEDS
OF AMERICA'S CHILDREN AND SCHOOLS**

January 26, 1998

Five years ago, President Clinton set the nation on a course to achieve a balanced budget. At the same time, he made a commitment to invest the time, energy and resources to improve the educational opportunities of students of all ages. In this information and technology era, America's long-term competitiveness and prosperity will be determined by our willingness to make our schools better and help families pay for college.

In too many schools and classrooms across the nation, student learning is hindered by large class sizes, poor-quality academic facilities, and the threat of drugs and violence. Student learning can be enhanced by raising our educational standards across the board. The following initiatives will help address these problems and create safe, modern schools that promote quality teaching and learning:

- Modernize Schools for the 21st Century
- A National Effort to Reduce Class Size: Smaller Classes With Qualified Teachers
- Education Opportunity Zones: Strengthening Urban and Rural Schools
- After-School Learning Centers For America's Children

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Modernize Schools for the 21st Century

In order for students to learn and to compete in the global economy, schools must be well-equipped and they must be able to accommodate smaller class sizes. To address these and other critical needs, the President's FY 99 Budget will propose Federal tax credits to pay interest on nearly \$22 billion in bonds to build and renovate public schools. This is more than double the assistance proposed last year, which covered half the interest on an estimated \$20 billion in bonds. The new proposal provides tax credits in lieu of interest payments for investors in two types of bonds: School Modernization Bonds (a new proposal), and expansion of the Qualified Zone Academy Bonds (created last year). These tax credits will cost the Treasury \$5 billion over 5 years, and more than \$10 billion over ten years.

School Modernization Bonds

\$19.4 billion in zero-interest bonds (\$9.7 billion in 1999 and \$9.7 billion in 2000) is proposed for construction and renovation of public school facilities. The Department of the Treasury would allocate the rights to offer these special 15-year bonds to States, territories, and certain school districts that have submitted school construction plans to the Secretary of Education.

- Half of the bond authority would be allocated to the 100 school districts with the largest number of low-income children, in proportion to the number of such children served (the Title I Basic Grant formula), to provide assistance in accordance with each school district's plan.
- The other half would be allocated to States and territories to provide to school districts in need of assistance in accordance with each State's plan. The bond authority would be allocated according to the State's proportion of low-income children (Title I Basic Grant formula), except that children in the 100 school districts (above) would not be included in the count.

School Construction Plans: In order to receive a bond allocation, States, territories, and the eligible 100 school districts would be required to submit a plan to the Secretary of Education. The plans would (1) demonstrate that a comprehensive survey has been undertaken of the construction and renovation needs in the jurisdiction, including meeting requirements for access by persons with disabilities, and (2) describe how the jurisdiction will ensure that the bond funds are used for the purposes intended by this proposal, including the requirement that they will supplement, not supplant, amounts that would have been spent on construction and renovation in the absence of these bonds. State plans would also describe how they will ensure that localities with the greatest need -- as demonstrated by inadequate facilities coupled with a low level of resources to meet the needs -- would be served.

Qualified Zone Academy Bonds

This program, created by the Taxpayer Relief Act of 1997, provides a tax credit to pay interest on bonds for a variety of expenses (including building renovation) related to certain public school-business partnerships. The FY 99 Budget would expand these bonds to cover school construction, and would increase and extend the bond authority by \$2.4 billion (an additional \$1 billion, to \$1.4 billion, in 1999, and \$1.4 billion in 2000). This bond authority is allocated to States on the basis of their respective populations of individuals with incomes below the poverty line.

A NATIONAL EFFORT TO REDUCE CLASS SIZE: SMALLER CLASSES WITH QUALIFIED TEACHERS

January 26, 1998

REDUCING CLASS SIZE IN GRADES 1-3 TO NATIONWIDE AVERAGE OF 18. In his State of the Union address, President Clinton will propose a \$12 billion initiative over 7 years (\$7.3 billion over 5 years) to help local schools provide small classes with qualified teachers in the early grades. This will help make sure that every child receives personal attention, gets a solid foundation for further learning, and learns to read independently by the end of third grade. The new initiative will reduce class size in grades 1-3 to a nationwide average of 18, by providing funds to help local school districts hire and pay the salaries of an additional 100,000 teachers. States will receive funds for teacher training, and new teachers will be required to pass state competency tests.

Small Classes Make a Difference. Studies confirm what parents and teachers know from experience—small classes promote effective teaching and learning. In a landmark four-year experimental study of class size reduction in grades kindergarten through 3 in Tennessee, researchers found that students in smaller classes earned significantly higher scores on basic skills tests in all four years and in all types of schools. The effects of smaller classes were largest for students in inner-city classes. Follow-up studies have shown that these achievement gains continued after the students returned to regular-size classes after third grade. Teachers in the study reported that they preferred small classes in order to better identify student needs, provide more individual attention, and cover more material effectively.

A Competent Teacher in Every Classroom. To master the basics and learn to read well, students need teachers who are qualified to teach. President Clinton's class size reduction initiative will help provide qualified teachers in grades 1-3 by:

Requiring State Basic Skills Testing for New Teachers: States would be required to implement basic skills testing for new teachers, to ensure parents that new teachers have basic reading and math skills. Each state would select the tests it determines is most appropriate for this purpose. Most states have such tests. Participating states and school districts would also be required to ensure that individuals hired to fill these new positions be either fully certified, or making satisfactory progress toward full certification. School districts could use funds to provide teachers with the additional training needed to meet certification requirements.

Providing Funds for Teacher Training and Testing: 10% of the funds in this initiative can be used to promote high quality teaching by (1) training teachers in proven practices for teaching reading and in effective practices in small classes; (2) providing mentors or other support for newly hired teachers; (3) providing incentives to recruit qualified teachers to high poverty schools; and (4) testing new teachers before they are hired and developing more rigorous tests for beginning teachers.

Encouraging States to Adopt Rigorous Professional Tests and Upgrade Teacher Certification Requirements. Teachers should be able to demonstrate that they know the subject to be taught and have the necessary knowledge and skills to help their students reach challenging state academic standards. States would be encouraged to use a portion of their funds to toughen teacher certification requirements and to require new teachers to demonstrate competence. For example, states could use these funds to develop rigorous tests of subject matter expertise and professional knowledge that prospective teachers would be required to pass before they start teaching.

Holding Schools Accountable for Results. School districts receiving these funds would be required to show that each school is making measurable progress in improving reading achievement within 3 years, or take necessary corrective actions -- such as providing additional teacher training, revising the curriculum, or implementing proven practices for teaching reading. School districts could lose funding if there is no subsequent improvement in reading achievement in those schools. School districts would also be required to publish an annual school report card, providing parents and taxpayers with clear information on student achievement, class size, and teacher qualifications.

Targeting Funding. Funds for the President's class size reduction initiative will be distributed to states on the basis of the Title 1 formula. Within the state, each high-poverty school district would receive the same share of these funds as it received under Title 1, and the remaining funds would be distributed within the state based on class size. Matching funds would be required from participating school districts, on a sliding scale ranging from 10-50%, with high-poverty districts contributing the least. Once a state has reached an average class size of 18 in grades 1-3, it could use these funds to further reduce class size in the early grades, or it could extend its efforts to other grades.

Providing Facilities for Additional Classrooms. In order to help school systems meet the need for additional classroom space, the President is (1) proposing a \$10 billion school modernization initiative over 10 years, that will provide incentives for communities to invest in local school facilities by leveraging \$22 billion in bonds during 1999-2000; (2) ensuring that changes to facilities in order to accommodate class size reductions is an allowable use of school modernization funds; (3) allowing for phased-in implementation of class size initiative to enhance state/local planning.

Building on Successful Reforms in Arkansas. As part of his comprehensive education reforms while Governor of Arkansas, Bill Clinton reduced class size in Arkansas to 20 in kindergarten and 23 in grades 1 through 3. His 1983 education reform plan also included a statewide intensive training program for elementary teachers and principals to improve teaching of reading, as well as basic skills testing for new teachers and basic skills and subject matter testing for experienced teachers.

**CLASS SIZE INITIATIVE
FIRST YEAR ALLOCATION
Initial Estimates**

<u>State</u>	<u>FY 1998</u>
Alabama	\$18,798,500
Alaska	2,582,684
Arizona	16,948,214
Arkansas	11,255,412
California	123,775,973
Colorado	10,486,875
Connecticut	10,226,945
Delaware	2,722,500
Florida	49,894,211
Georgia	28,996,899
Hawaii	3,002,253
Idaho	3,264,060
Illinois	48,546,200
Indiana	17,030,172
Iowa	7,751,102
Kansas	8,177,580
Kentucky	19,019,445
Louisiana	28,537,301
Maine	4,316,966
Maryland	14,780,655
Massachusetts	21,759,335
Michigan	48,682,108
Minnesota	12,936,107
Mississippi	18,599,632
Missouri	18,784,638
Montana	3,800,726
Nebraska	4,734,433
Nevada	3,295,673
New Hampshire	2,657,442
New Jersey	24,057,850
New Mexico	9,318,213
New York	101,247,267
North Carolina	20,747,668
North Dakota	2,656,033
Ohio	44,660,488
Oklahoma	12,948,826
Oregon	10,167,205
Pennsylvania	49,373,285
Rhode Island	3,657,146
South Carolina	14,035,900
South Dakota	2,894,782
Tennessee	19,191,869
Texas	94,146,440
Utah	4,929,582
Vermont	2,618,048
Virginia	16,407,512
Washington	16,163,147
West Virginia	10,946,862
Wisconsin	18,681,182
Wyoming	2,418,036
District of Columbia	3,209,436
Puerto Rico	39,159,179
BIA/Outlying Areas	11,000,000
 Total	 1,100,000,000

EDUCATION OPPORTUNITY ZONES: STRENGTHENING URBAN AND RURAL SCHOOLS

January 26, 1998

I challenge every school district to adopt high standards, to abolish social promotion, to move aggressively to help all students make the grade through tutoring, and summer schools, and to hold schools accountable for results, giving them the tools and the leadership and the parental involvement to do the job.

-- President Bill Clinton, October 28, 1997

HELPING RAISE ACHIEVEMENT FOR STUDENTS IN HIGH POVERTY COMMUNITIES. President Clinton's Education Opportunity Zones initiative will strengthen public schools and help students master the basics where the need is the greatest: in high poverty urban and rural communities where low expectations, too many poorly prepared teachers, and overwhelmed school systems create significant barriers to high achievement. The Education Department will select approximately 50 high poverty urban and rural school districts that agree to: (1) use high standards and tests of student achievement to identify and provide help to students, teachers and schools who need it; (2) prevent students from falling behind by ensuring quality teaching, challenging curricula, and extended learning time; and (3) end social promotion and turn around failing schools. Added investments in these communities will accelerate their progress and provide successful models of system-wide, standards-based reform for the nation. The President's initiative will invest \$200 million in FY99, and \$1.5 billion over 5 years, to raise achievement and share lessons learned with school districts around the country.

ENDING SOCIAL PROMOTION, AND GIVING SCHOOLS THE TOOLS TO HELP EVERY CHILD MEET HIGH EXPECTATIONS. To be selected as Education Opportunity Zones, school districts will have to demonstrate that they are using their existing funds effectively to raise student achievement by: ■ holding schools accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress; ■ holding teachers and principals accountable for quality, including rewarding outstanding teachers, providing help to teachers who need it, and fairly and quickly removing ineffective teachers; ■ ensuring students don't fall behind, by providing a rich curriculum, good teaching and extended learning opportunities; ■ ending social promotions and requiring students to meet academic standards at key transition points in their academic careers; and ■ providing students and parents with school report cards and expanded choice within public education.

EXTRA RESOURCES TO IMPROVE TEACHING, LEARNING, AND LEADERSHIP. School districts will use Education Opportunity Zone funds to support standards-based, district-wide reforms such as: ■ rewarding schools that make significant gains in student achievement; ■ turning around failing schools by implementing proven reform models, or closing them down and reconstituting them; ■ providing extra help to students who need it to meet challenging standards, through after-school, Saturday, and/or summer school programs; ■ building stronger partnerships between schools and parents, businesses, and communities; ■ implementing sound management practices and accountability systems; ■ providing intensive professional development to teachers and principals; ■ helping outstanding teachers earn master teacher certification from the National Board

for Professional Teacher Standards and giving them bonuses when they do; and ■ implementing programs to identify low performing teachers, assist them to improve, and remove them if they fail to do so.

COMPETITIVE GRANTS TO SUPPORT PROMISING MODELS. Districts will be selected as Education Opportunity Zones under a competitive, peer-review process. A mix of large and smaller urban areas will be selected to participate, as well as rural school districts and consortia. Each urban Education Opportunity Zone will receive a 3-year grant of \$10-25 million per year (depending upon size and proposed activities), and each rural Zone will receive from \$250,000 to \$3 million (for consortia). Zones will be selected in two rounds, the first in FY 1999, and the second in FY 2001. Successful applicants will have broad-based partnerships to support their reforms -- including parents, teachers, local government, business and civic groups, institutions of higher education and other key stakeholders. Successful applications will show how the district will use all available resources -- federal, state, and local, as well as any business or foundation funds -- to carry out its reform strategy and maintain it once these federal funds are no longer available.

REWARDS FOR DEMONSTRATED STUDENT ACHIEVEMENT GAINS. Each Education Opportunity Zone will agree to specific, ambitious, benchmarks for improved student achievement, lower dropout rates and other indicators of success, for districtwide performance and specific student subgroups. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching those benchmarks.

GREATER FLEXIBILITY IN USING OTHER FEDERAL RESOURCES. All schools in an Education Opportunity Zone school district -- regardless of poverty level -- will become eligible for schoolwide flexibility in the use of federal education funds. Requirements pertaining to school accountability, as well as special education, health, safety, and civil rights, will continue to be met.

ASSISTANCE TO HELP DISTRICTS FIND AND SHARE WHAT WORKS. The Department of Education will offer technical assistance, use technology to help districts consult with each other, and disseminate lessons learned to communities nationwide. Special attention will be given to helping school districts design and implement strategies for providing students who need it with early intervention and extra help to enable them to meet promotion standards. In addition, a national evaluation of the Education Opportunity Zones will be conducted, with the results helping to inform the next reauthorization of the Elementary and Secondary Education Act.

BOLD ACTION TO HELP CHILDREN IN OUR CITIES AND RURAL AREAS. Education Opportunity Zones are part of a broader set of initiatives to help strengthen high-poverty urban and rural schools. President Clinton is also proposing new initiatives to reduce class size in the primary grades, modernize school buildings, recruit and prepare teachers for underserved urban and rural areas, and dramatically expand the availability and quality of child care and after-school learning opportunities. These and other proposals will have a powerful impact on improving the prospects of children in some of our poorest communities.

**THE PRESIDENT ANNOUNCES NEW COMMITMENT
TO EXPAND AFTER-SCHOOL LEARNING OPPORTUNITIES FOR AMERICA'S CHILDREN
January 26, 1998**

"[W]e must make sure that every child has a safe and enriching place to go after school... I am proposing the expansion of before and after school programs to help some 500,000 children say no to drugs and alcohol and crime, and yes to reading, soccer, computers and a brighter future for themselves."

--President Clinton, January 7, 1998

The President today provided further details of his after-school initiative, which will make a \$2 billion investment in quality after-school programs. He also announced one of the largest private donations ever made to public education: a gift by C.S. Mott Foundation of up to \$55 million over 5 years --the use of which will be closely coordinated with the Department of Education --to enhance the quality of before-and after-school programs.

ANNOUNCING THE DETAILS OF THE AFTER-SCHOOL INITIATIVE --THE LARGEST SINGLE INVESTMENT TARGETED TO AFTER-SCHOOL EVER: As part of his historic child care initiative, the President has made quality after-school programs a national priority. That is why he proposed a dramatic expansion of the Department of Education's 21st Century Community Learning Center Program, which will help school-community partnerships create or expand before-and after-school programs. The President today announced the details of this proposal, including: a provision for a local match, which will leverage the funds from this new federal initiative to invest \$2 billion overall for after-school programs; better targeting of funds to high-need communities; and a set-aside of up to 10 percent of funds for community organizations to establish or expand their after-school programs.

These efforts will provide quality extended learning opportunities for school-age children in a cost-effective manner by primarily using public schools and their existing resources. The expansion of the 21st Century Learning Center Program will promote learning and enrichment programs in such areas as computer skills, the arts, drama, music, community service, and the basic skills. The President's budget will request \$200 million per year for a total of \$1 billion over five years. These funds, combined with a local match, will provide care for up to 500,000 children each year. For FY 1998, the program is funded at \$40 million a year.

ANNOUNCING AN HISTORIC PUBLIC-PRIVATE PARTNERSHIP: The President also announced a donation by the C.S. Mott Foundation of up to \$55 million over 5 years for before-and after-school extended learning programs. Mott will work closely with Department of Education officials responsible for the 21st Century Community Learning Center Program in making the best possible use of these funds. Through Mott's generosity, the Department of Education will offer regional conferences, beginning next week, to help communities nationwide learn about quality after-school care and take advantage of new federal funds for before-and after-school programs.

ADDRESSING THE HUGE DEMANDS FOR AFTER-SCHOOL PROGRAMS: An estimated five million school-age children spend time as "latchkey kids" without adult supervision during a typical week. Research indicates that during these unsupervised hours children are more likely to engage in at-risk behavior, such as crime, drugs, and alcohol use. In fact, according to FBI statistics, most juvenile crime takes place between the hours of 3 pm and 8 pm. While young people need a safe place after school, only about 1.7 million children from kindergarten through grade 8 were enrolled in 49,500 formal before-and after-school programs of any type. Programs in schools are even more scarce: 70 percent of all public elementary and combined schools do not offer such programs.

HIGHLIGHTING A PROGRAM THAT MAKES A DIFFERENCE: Later today, the First Lady will travel to the Harriett Tubman School in New York City to tour their Virtual Y Program. In addition to its strong focus on building academic skills, the Virtual Y Program also provides a safe and stimulating environment during the hours of the day when children are most at risk. The after-school extended learning program is integral to their overall school improvement efforts that has helped raise achievement. During this visit, the First Lady will discuss how the Administration's after-school initiative will help ensure that children across the country have access to programs as enriching as the after-school program at the Harriett Tubman School.

**FY 1999 EDUCATION INITIATIVES
PREVIOUSLY ANNOUNCED BY THE PRESIDENT**

**July 17, 1997 Title V of the Higher Education Act
(Teacher Recruitment and Training)**

January 9, 1998 Expansion of Federal Work Study Program

January 26, 1997

PRESIDENT CLINTON:
HELPING ONE MILLION STUDENTS WORK THEIR WAY THROUGH COLLEGE
January 9, 1998

I challenge Congress to expand work-study and help one million young Americans work their way through college by the year 2000.

--President Clinton, State of the Union Address, January 23, 1996

MEETING THE COMMITMENT EARLY. Two years ago, the President committed to expanding the Federal Work-Study Program to one million participants by the year 2000. Today, the President is proposing to meet that goal one year early. His FY 1999 Budget --the first balanced budget in nearly 30 years --will include a \$70 million increase in Work-Study funding, bringing the total number of projected participants to just over one million in the 1999-2000 school year. This represents nearly a 50% funding increase since 1996.

- ***What is Work-Study?*** The program provides undergraduate and graduate students with part-time employment to help meet their financial needs and to give them experience while helping the campus or surrounding community. Students at more than 3,000 colleges, universities, and trade schools receive Federal Work-Study funds as part of their financial aid packages. Generally, the employer picks up not less than 25% of the earnings, with the Work-Study program paying the remainder.
- ***What is the proposal for FY 1999?*** President Clinton proposes to increase Federal Work-Study funds to \$900 million in FY 1999, a \$70 million increase over FY 1998. This proposal, the highest ever, would represent nearly a 50% increase in work-study funds over the last three years and, together with employer matching, would create roughly \$1.1 billion in work-study aid to over one million students nationwide.

WORK-STUDY IS AN IMPORTANT PART OF THE AMERICA READS CHALLENGE.

Building on the Work-Study program's long commitment to community service, in September 1996, the President called on colleges to commit some of their work-study students to help meet the goal of ensuring that all children can read well and independently by the end of third grade. To encourage college participation, the Administration waived the usual 25% matching requirement, so that the Federal Work-Study funds could be used for 100% of these work-study wages.

- ***838 colleges and universities have accepted the President's America Reads Challenge*** and have pledged to send work-study students into surrounding schools and communities to provide extra reading practice for children who need it. For example, in Houston, Federal Work Study students are providing tutoring through Houston Reads to Lead, a community-wide reading program. Houston Reads to Lead is a coalition of the Houston READ Commission, Interfaith Ministries, Houston Independent School District, San Jacinto Girl Scout Council, local libraries, and community learning centers.
- ***The waiver will be expanded this year.*** To more effectively reach the parents of children from preschool through elementary school, the waiver of the 25% matching requirement will be expanded to include family literacy programs. Starting on July 1, 1998, the waiver will apply to work-study tutors who provide literacy services to children from infancy through elementary school *and to their parents or caregivers* who may need assistance with their own literacy skills. Research shows that children whose parents work with them on literacy skills during early childhood have a significantly better chance of reading well and independently.

PRESIDENT CLINTON -COLLEGE OPPORTUNITY FOR EVERYONE

January 9, 1998

WORK-STUDY -Expanded to one million recipients

The Federal-Work Study program, originally created by President Johnson in 1964, as part of the War on Poverty, provides undergraduate and graduate students with part-time employment to help meet their financial needs and to give them experience while helping the campus or surrounding community. The FY 1999 Budget will increase work-study funding to \$900 million, which is nearly a 50% increase since FY 1996.

HOPE SCHOLARSHIP CREDIT -Took effect on January 1, 1998

The Hope Scholarship Credit Helps make the first two years of college (or post-high school vocational training) universally available. Families are eligible for tax credits of up to \$1500 per-student for tuition in a student's first year and another \$1500 in the second year. The credit is available for college enrollment (and tuition paid) after January 1, 1998. 5.8 million students are estimated to benefit annually.

EDUCATION IRAs -Took effect on January 1, 1998

For each child under age 18, families may now deposit \$500 per year into an Education IRA in the child's name. Interest on these accounts is exempt from taxation if used for higher education. In addition, taxpayers may now withdraw funds from a regular IRA, without penalty, for their own higher education expenses or those of their spouse, child, or grandchild.

LIFETIME LEARNING CREDIT -Will take effect July 1, 1998

This tax credit helps offset tuition costs for college juniors, seniors, graduate and professional degree students, as well as for adults who want to go back to school, change careers, or take a course or two to upgrade their skills. A family will receive a 20% tax credit for the first \$5,000 of tuition and required fees paid each year through 2002, and for the first \$10,000 thereafter. The credit is available for enrollment (and tuition paid) after July 1, 1998. 7.1 million students are expected to benefit annually.

PELL GRANTS -Largest increases in 20 years

For the past two years, President Clinton has proposed, and Congress has adopted, record increases in the maximum Pell Grant award. In the coming school year, 1998-99, nearly 4 million low-and moderate-income students will receive a Pell Grant of up to \$3,000. That is a 30% larger grant than when President Clinton came into office.

STUDENT LOANS -Cheaper, easier to get, new "pay as you earn" plan

More than 5 million students and parents will take out \$30 billion in Federally-backed student loans this year. Under student loan reforms enacted in the Administration's first year, the up-front fees on those loans have been cut by as much as half, interest costs are lower, and students have more repayment options than ever before, including the pay-as-you-earn (income contingent) repayment plan. The program simplification pioneered by the Direct Loan Program has also spurred improvements to the government-guarantee system, improving all students' access to loans.

AMERICORPS -Paying for college by doing community service

This year, nearly 50,000 young people will take advantage of the opportunity to perform community service, either on a full-time or part-time basis, allowing them to earn an award to pay for college or repay student loans. Participants in the AmeriCorps program earn education awards of up to \$4,725 for each year of service.

**Recruiting, Preparing, and Supporting Teachers:
U.S. Department of Education's Proposal for Reauthorization
of Title V of the Higher Education Act**

On July 17, 1997, President Clinton proposed two new programs for improving teacher preparation and for recruiting and training teachers to work in high-poverty urban and rural areas. These programs are part of the Department of Education's proposal for the reauthorization of Title V of the Higher Education Act.

While the federal government already addresses the professional development of current teachers, little has been invested in developing new teachers. Because our nation will be preparing more teachers than ever before, and for increasingly challenging classrooms, a federal investment targeted to teacher recruitment, preparation, and support in the first years of teaching can have a significant impact.

Our proposal has two parts: (1) support for the highest-quality teacher preparation for underserved urban and rural areas, and (2) recruitment of qualified teachers for these underserved areas. Both parts of the proposal also address induction, the time period in which many new teachers leave the field, in part because of a lack of support and quality preparation.

Lighthouse Partnerships for Teacher Preparation: Our proposed Lighthouse Partnerships program would identify a variety of institutions that prepare teachers well, in strong collaboration with school districts in high-poverty urban and rural areas, and promote the expansion of their best practices to other institutions. The program would be authorized at \$30 million for fiscal year 1999.

The proposal addresses three critical needs in teacher preparation. First, as a nation, we must identify best practices in teacher education, especially in preparing teachers to teach in high-poverty schools. The research and evaluation literature on teacher education programs that would tell us how best to prepare teachers does not yet exist. As a result, teacher preparation programs vary widely in approach and quality. Second, when exemplary teacher education practices are identified, they should be disseminated to other institutions; otherwise, good programs will remain islands of excellence with little impact on the great majority of prospective teachers. Third, because quality teacher preparation demands strong collaboration with elementary and secondary schools, school districts and teacher preparation institutions must work together in real partnerships to prepare teachers.

The Lighthouse Partnerships program, which emphasizes the vital role of K-12 educators in designing and implementing effective teacher preparation programs, would accelerate the change process by linking higher education institutions from across the country with each other, and with K-12 schools, to share best practices and learn from each others' work. The program would award five-year competitive grants to partnerships made up of institutions of higher education, K-12 school districts, and states. Other entities, including community colleges, could be partners

as well. The partnerships would be identified by rigorous criteria through a peer review process. At least one institution in each partnership would have already done the hard work of reforming their teacher education programs. They prepare teachers exceptionally well for high-need areas and have experience to share with partner institutions, who are working to redesign their programs.

Institutions and the school districts with which they collaborate would submit abbreviated proposals in a pre-application process. Applicants with the most promising proposals would then be invited to submit full proposals. Grantees would have to meet a set of rigorous criteria measuring such factors as the quality of institutions' teacher preparation programs, including their strong partnership with elementary and secondary schools in underserved areas, and the strength of the proposed partnership with other institutions of higher education. Grantees will likely represent a variety of approaches to teacher education, different types of institutions, and partnerships that transcend state and regional boundaries.

Funds would be used for refinement and evaluation of the institutions' teacher education programs; for the aggressive dissemination of information about best practices in teacher preparation to other institutions that prepare teachers; for technical assistance in restructuring the teacher preparation programs in the partnership; for the implementation of program improvements; for joint activities with school districts in the partnership; and for assessing the effectiveness of the grant activities.

Strong evaluation provisions in the legislation would require that the partnerships document improvement in teacher preparation programs and that they show improvement in the effectiveness and diversity of students completing their programs. In addition, they must show improvement in student achievement at the elementary and secondary schools with which they collaborate.

Recruiting New Teachers for Underserved Areas/Minority Teacher Recruitment: Our nation's schools will need to hire over two million teachers in the next decade, and they need a talented, well-prepared, and more diverse teaching force. Urban and rural schools will experience the most severe teacher shortages; at the same time, students in those schools often need the most qualified teachers.

The federal government cannot solve these recruitment challenges alone, but it can be a catalyst that stimulates the recruitment of minority teachers and teachers in areas of high need. We propose a program to increase the number of students, especially minority students, who complete high-quality teacher preparation programs. The program would promote teaching in underserved areas and would be authorized at \$37 million for fiscal year 1999 (with a small portion of these funds available to pay the cost of continuation grants under the current Minority Teacher Recruitment program, whose activities would be enhanced by this new authority.)

The program would award five-year competitive grants to partnerships between institutions of

higher education and school districts in underserved urban and rural areas, in conjunction with other partners such as community colleges, teachers' unions, community organizations, and States, to recruit and prepare teachers. Collaboratively, the partners would determine the needs of high-poverty schools in their communities, such as the need for diverse faculties or for teachers in particular subjects. Having completed this needs assessment, the partners would identify a pool of potential teachers fitting those needs, recruit individuals from this pool, and design high-quality preparation and induction programs tailored to those individuals.

The needs of the respective partnerships would determine their recruitment focus. Special consideration would be given to applications from minority-serving institutions and to applications most likely to result in increases in the numbers of minority individuals, including language minority individuals, and individuals with disabilities in the teaching force. The program would support scholarships for potential teachers. Applicants would determine the funding level and number of these scholarships according to the needs of their students. Because scholarships alone often are not enough to attract and retain participants in teacher education programs, the grantees could also provide support services such as academic counseling, tutoring, mentoring, child care, and transportation. Grantees would provide support services during participants' first three years of teaching, as well.

Individuals recruited into the program would commit to teach for at least three years in underserved school districts, defined by poverty level. The grantees would be judged by their success in preparing teachers to teach to high standards and in placing and retaining new teachers in high-need communities. Thus, they would have strong incentives to prepare students well for the challenges of teaching in high-poverty urban and rural schools and to support them effectively during their first years of teaching.

A matching requirement would help to ensure that the program activities continue after Federal funding ends. Over the five-year grant period, the federal share of the costs of the program activities would be reduced incrementally from 90 percent to 50 percent.

A focused federal investment in teacher recruitment and preparation can make a substantial impact on the development of new teachers. The Department's proposal for the reauthorization of Title V would be an effective answer to our nation's challenges in teaching.

NOTE: The Administration will seek appropriations for the authorized levels shown in this bill, within an overall budget that adheres to the discretionary spending limits to which the President and Congress have agreed in the Balanced Budget Act of 1997.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: MIKE COHEN

ORGANIZATION: _____

PHONE NUMBER: _____

FAX NUMBER: 456-5581

FROM: ERICA LEPPING

PHONE NUMBER: (202) 401-4389

MESSAGE: We caught 1 significant
error in this doc. (America Reads
total FY98 funding -- should be
\$210 million)

Attached is corrected version.

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_____ PAGE(S) TO FOLLOW

**PRESIDENT CLINTON'S
CALL TO ACTION FOR AMERICAN EDUCATION
IN THE 21ST CENTURY:
ENSURING EDUCATIONAL EXCELLENCE IN 1998 AND BEYOND
January 27, 1998**

In the 1997 State-of-the-Union message, President Clinton outlined a "Call to Action for American Education." This ten-point plan called for all Americans to join forces and work together to:

- ▶ Modernize school buildings and help support school construction.
- ▶ Make sure there's a talented and dedicated teacher in every classroom.
- ▶ Make sure our schools are safe, disciplined and drug-free, and instill American values.
- ▶ Expand Head Start and challenge parents to get involved early in their children's learning.
- ▶ Teach every student to read independently and well by the end of the 3rd grade.
- ▶ Set rigorous national standards, with voluntary national tests in 4th grade reading and 8th grade math to make sure our children master the basics.
- ▶ Connect every classroom and library to the Internet by the year 2000 and help all students become technologically literate.
- ▶ Expand choice and accountability in public education.
- ▶ 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.
- ▶ Help millions of adults improve their education and skills to get ahead in these changing times.

In this year's State-of-the-Union message, President Clinton announced the progress we have made, and where we will go from here.

Modernizing Schools for the 21st Century

- Over 52 million children are now in school, a new national enrollment record. We will continue to break that record for the next 10 years. We estimate that the nation will have to build 6000 schools just to keep up with rising enrollments.
- This is why President Clinton is proposing a major school construction initiative to help communities renovate or build anew 5,000 schools to address classroom overcrowding, make schools safer, and modernize them. The federal investment of \$10 billion over a 10-year period more than doubles the construction dollars proposed last year and would use Federal tax credits to provide nearly \$22 billion in "zero-interest" bonds to build, renovate and modernize public schools.
- One-half of the school modernization bond authority would be allocated to the 100 school districts with the largest number of low-income students and the other half would be distributed to states and territories to provide bond authority to school districts in accordance with each state's plan.

Smaller Class Sizes with Talented and Dedicated Teachers

- President Clinton has proposed a **\$12.4 billion initiative over 7 years** to help local schools provide small classes with qualified teachers in the early years (grades one through three).
- The initiative provides funds to help local school districts hire and pay the salaries of an additional 100,000 teachers. States will receive funds for teacher training and first-time teachers will be required to pass state competency tests.
- Reducing class size can raise standards, improve discipline, and give children the individual attention they need. This focus on early grades with special emphasis on reading will be of particular help to children who have difficulty learning -- they will be able to get help early on to keep up with their classmates and to avoid being labeled.
- The President has proposed spending **\$350 million over five years** to recruit and train teachers to work in high-poverty urban and rural areas. The funding will also be used to support the highest-quality teacher training and prepare those teachers to teach students to reach for high standards.
- National data shows that the nation will need to hire 2 million teachers over the next decade.

Ongoing Efforts:

- In 1997, \$18.5 million was appropriated to expand the recognition and identification of master teachers through National Board certification. Our goal is to place one National Board certified teacher in every school by the year 2006, for a total of 100,000.
- Over one million professional training opportunities have been provided annually through the Eisenhower Professional Development State Grants.

Creating Safe After-school Opportunities for Children

- Most juvenile crime takes place in the hours immediately after school is dismissed. To ensure that young people have a safe and drug-free environment during this critical time of the day, the President has announced a budget request for **\$1 billion over 5 years** to keep schools open as after school learning centers for up to an additional 500,000 children a year.
- These start-up funds will be combined with local matching dollars to establish or expand 4000 after-school programs that will provide extended learning activities and safe-havens for learning enrichment including computer access, art, music and community service opportunities while improving student achievement and preventing juvenile violence and substance abuse.

Ongoing Efforts:

- For the first time since 1991, teen drug use is leveling off and, in some cases, even decreasing, but drug use is much too high and we need everyone's help to keep kids away from drugs.

From 1991 until the present, 97% of the nation's school districts have received U.S. Department of Education funds to promote promising practices in drug and violence prevention -- working towards safe and disciplined learning environments.

- In 1998, the U.S. Department of Education will issue a National Report Card on School Violence in conjunction with the Department of Justice using technology to share information on promising drug and violence prevention strategies identified.
- Up to 22 states will receive funds totaling \$6.5 million in 1998 for local programs that strengthen character and values in youth -- 10 more than in 1997 -- and we are seeking to fund even more through Character Education Grants.

Expand Head Start and Challenge Parents to Get Involved Early on in Their Children's Learning

- For America's working families, the President has proposed that **\$22 billion** be devoted over five years to improve child care -- the largest investment in the nation's history. This will double the number of children receiving child care subsidies, help working families pay for child care through tax credits, and improve the safety and quality of child care.

Ongoing Efforts:

- To enable more young children to improve their readiness for school, 1998 funding for Head Start was increased by \$374 million for a total of \$4.4 billion. Work is beginning to take place that will do a better job linking the Head Start program to kindergarten and first grades so young children have a good transition to school.
- Secretary Riley has led a Partnership for Family Involvement in Education through which 4,000 local, state, and national organizations are getting more involved in children's education at school and at home. Partners include organizations such as: Nickelodeon, YMCA, Pizza Hut, the United Methodist Church, and the National PTA -- and partnerships continue to grow.

Help Every Student to Read Independently and Well by the End of the 3rd-grade

- President Clinton and Congress have agreed to invest **\$210 million in FY 1999** to ensure that every American child reads well and independently by the end of the third-grade. This bipartisan effort will provide the opportunity for thousands of well-trained tutors to provide extra help for those children most in need of reading practice through after-school, weekend and summer programs, and will help families learn ways in which they can help their children with literacy skills at home.

Ongoing Efforts:

- In the FY 1998 budget, an additional \$79 million was committed to improve reading through the Eisenhower Professional Development program, Even Start Family Literacy Programs, and America Reads Challenge Federal Work-Study.

- 850 colleges and universities are now participating in the **America Reads Challenge** by placing thousands of their work-study students as reading tutors in pre-schools and elementary schools nationwide to help children learn to read well and independently. The program will expand in summer 1998 to include family literacy programs.
- In addition, the America Reads Challenge **READ*WRITE*NOW!** summer reading projects, which consist of school-community partnerships and are targeted to help children living in the nation's poorest areas maintain and improve their reading skills, will expand to include at least one site in every state. Last summer, 15 pilot sites served more than 85,000 children.

Support Meaningful National Standards for What Students Should Be Expected to Learn, Such as Reading and Math

- President Clinton's new Education Opportunity Zones will strengthen schools and help students to master basic and advanced skills where the need is greatest -- in urban and rural communities with concentrated poverty and low expectations. This initiative will invest **\$200 million in FY99 and \$1.5 billion over 5 years in 50 school districts** with a demonstrated commitment to high standards, strategies to prevent students from falling behind, programs to turn around failing schools, and evidence of student achievement.
- Getting students ready for college means "thinking college early" and taking the gatekeeper courses, like algebra and geometry, chemistry and physics, that put students on the academic track to college success. The Department of Education, working with schools, colleges and parent groups, communicates to families and educators the critical importance of taking all the core courses in high school, starting with algebra in the 8th-grade, and having access to high quality curriculum and instruction, including Advanced Placement Courses.

Ongoing Efforts:

- These efforts build on the Administration's continued support for school, community, and state work to promote high standards of discipline and achievement through Goals 2000: Educate America Act, Title I, the Individuals with Disabilities Education Act, Bilingual education programs, and the comprehensive school reform initiative enacted by the Congress. Last year, the Administration obtained a 7.5% increase in funding for these programs that help over 16 million low-income children, children who speak English as a second language, and children with disabilities learn the basics and have access to a high standards curriculum and instruction.
- President Clinton and Congress have approved development of the first-ever voluntary national tests in 4th-grade reading and 8th-grade math. These tests will give parents, educators and communities the information they need to make sure their students master the basics and get the extra necessary. Development of the tests is being overseen by the bipartisan, independent National Assessment Governing Board (NAGB) and the tests will be based on the highly regarded and widely used standards of the National Assessment of Educational Progress (NAEP).

Connect Every Classroom and Library to the Internet by the Year 2000 and Help All Students Become Technologically Literate

- Beginning January 1st, every public, parochial, and private school is eligible to receive significant discounts for Internet and telecommunications services through the E-rate, a \$2.25 billion fund administered by the Federal Communications Commission. The average discount will cut costs by 60%. For our poorest schools, access will be almost free.

Ongoing Efforts:

- Funding for educational technology more than doubled in FY 1998, amounting to an almost \$600 million investment of funds to help schools acquire hardware, software, and link to the Internet and to train teachers in using computers and educational software.
- Continuing grants, begun by the President during his first term, include the Technology Literacy Challenge Fund, supporting all 50 states, and the Technology Innovation Challenge Fund, helping 62 projects involving 33 states, 548 school districts, 293 businesses, and 140 colleges and universities.
- Sixty-five percent of schools are now connected to the Internet -- and fourteen percent of classrooms, up from 1994 when only 9% of schools and 3% of classrooms were wired.
- In 1998, we will step up our efforts to: help ensure all new teachers know how to use technology effectively in the classroom; establish computer learning centers in low income communities; and through technology, allow adults the opportunity to learn anytime, and anywhere.

Open the Doors of College to All Who Work Hard and Make the Grade, and Make Going on to the 13th and 14th Years of Education as Universal as a High School Degree

- President Clinton seeks to increase the Federal-Work Study program to \$900 million, a \$70 million increase over FY 1998 and nearly fifty percent more than FY 1996. This would allow one million undergraduate and graduate students to meet their financial needs and gain experience while helping the surrounding community and their campus.

Ongoing Efforts:

- In 1997, the administration achieved historic increases in funding to help Americans go to college through:
 - * the new HOPE Scholarship Tax Credit -- making the first two years of college universally available and possibly free-- estimated to provide some \$4.2 billion to 5.5 million students;
 - * the largest Pell Grant increase in 20 years -- \$1.4 billion for some 3.9 million students that never has to be paid back;
 - * making life-long learning easier for adults interested in finishing their degrees, going back to school, upgrading their skills, or advancing in their careers, with a new tax incentive called the Lifetime Learning Credit estimated to put \$2.5 billion back in the pockets of 7.1 million students;

* and other opportunities to finance higher education through student loans, AmeriCorps participation and education IRA's.

- Federally-funded school-to-work activities benefitted one million students in 3,000 high schools in 1996 preparing them for both college and careers. By the year 2000, 2 million students will be participating in school-to-work efforts, through 900 partnerships.
- Over 200,000 employers are currently participating in school-to-work partnerships, providing over 60,000 work-based learning opportunities. By the year 2000, we expect 600,000 employers to join the school-to-work effort.
- By building strong partnerships between schools, colleges and employers, we are building school-to-work systems, retooling vocational education, expanding TechPrep programs and supporting New American High Schools dedicated to preparing all high school students to successfully complete at least two years of postsecondary work.

Expand Choice and Accountability in Public Education

Ongoing Efforts:

- 500 new charter schools will be developed in 1998 through competitive grants -- increasing to 1,000 the number the U.S. Department of Education is helping to start up and support to meet the President's goal of developing 3,000 new charter schools by early in the next century.
- States and communities will be encouraged to expand public school choice for parents and students while maintaining accountability. They are supported through grants and technical assistance, research and development of charter schools, and technical assistance and information to promote new, high quality magnet schools.

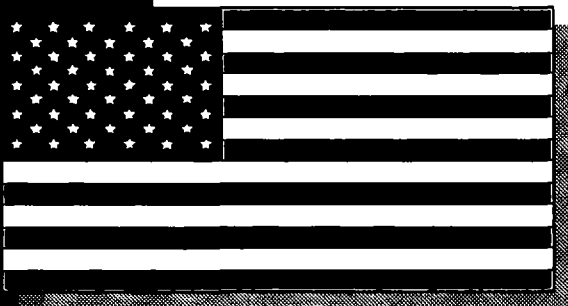
Help Adults Improve Their Education and Skills to Get Ahead in a Changing Economy

Ongoing Efforts:

- Through the Adult Education and Literacy Act and the Even Start program we are helping over 4 million adults to receive basic education and literacy skills, improve English language abilities, and earn high school diplomas so that they can go on to college, get good jobs, be effective citizens and help their children be good students.
- The U.S. Department of Education is promoting the use of technology to expand access to adult education and literacy services through television programming and distance learning. The Crossroad's Cafe, a basic skills and English language improvement program -- is currently available to adults in 37 states. A new \$2 million technology grant program will support the development of new ways to use technology in the schools.
- The Administration is assisting high schools, community colleges and technical institutes as they retool vocational-technical education to prepare students with the academic and technical skills needed for the high tech jobs of the future.

Preparing America For The 21st Century

*Background on President
Clinton's Agenda for the Nation
State of the Union Address
January 27, 1998*



PREPARING AMERICA FOR THE 21st CENTURY

Background on President Clinton's Agenda for the Nation

State of the Union Address

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ECONOMY THAT OFFERS OPPORTUNITY

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- Social Security

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- Modern School Buildings to Improve Student Learning
- Education Opportunity Zones: Helping Students in Poor Communities Reach High Standards
- Expanding Access to Safe After-School Care
- Mentoring: Early Intervention to Promote College Attendance

Leading the Global Economy

- Community Economic Adjustment Initiative
- Fast Track Trading Authority
- Africa Trade Initiative
- Child Labor

Training

- GI Bill for Workers

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- Increasing Child Support Collections
- Falling Welfare Caseloads
- Business Welfare-to-Work Commitments

Health Care

- Consumer Bill of Rights & Genetic Screening Protections
- Providing New Options for Americans Ages 55 to 65 to Access Health Insurance
- 21st Century Research Fund

Tobacco

- Passing Bipartisan Tobacco Legislation

Child Care

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- Increase Tax Credits for 3 Million Families
- Provide New Business Tax Credits
- Promote Early Learning
- Provide After-School Care for up to Half a Million Children
- Step Up Enforcement of State Health and Safety Standards

- Facilitate Background Checks on Child Care Providers
- Increase Scholarships for Training for Child Care Providers
- Invest in Research
- Increase Head Start and Double the Number of Children Served by Early Head Start

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A NATION THAT LIVES BY COMMUNITY

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- IRS Reform

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Civil Rights

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THE MILLENNIUM PROJECT

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- A Family-Friendly Internet
- Making the Internet a Global Free-Trade Zone
- Cloning

Culture

- Save America's Cultural and Historical Treasures

AN ECONOMY THAT OFFERS OPPORTUNITY

ENTITLEMENT REFORM

Reserve Surplus until Social Security is Reformed

Over the next two years, President Clinton is firmly committed to strengthening Social Security for the 21st century. He therefore proposes that we should not spend any of the projected budget surpluses on anything else until we have reformed Social Security. This proposal, which continues the fiscally responsible policies that have been the hallmark of this Administration, is intended to reserve the surpluses in case they are needed for Social Security reform.

EDUCATION

Small Classes with Qualified Teachers to Improve Reading in Grades 1-3

President Clinton is proposing a \$12.4 billion initiative over 7 years (\$7.3 billion over 5 years) to help local schools provide small classes with qualified teachers in the early grades. This initiative will help ensure that every child receives personal attention, learns to read independently, and gets a solid foundation for further learning. The new initiative will reduce class size from a nationwide average of 22 in grades 1-3 to an average of 18, providing funds to help local school districts hire an additional 100,000 well-prepared teachers. The initiative will also provide funds to states and local school districts to test new teachers, develop more rigorous teacher testing and certification requirements, and train teachers in effective reading instruction practices. School districts will be accountable for demonstrating gains in reading achievement. These steps will help ensure that first through third grade students are receiving high-quality reading instruction in smaller classes from competent teachers.

Modern School Buildings to Improve Student Learning

For students to learn, schools must be well-equipped and be able to accommodate smaller class sizes. To address these and other critical needs, President Clinton is proposing federal tax credits to pay interest on nearly \$22 billion in bonds to build and renovate public schools. This initiative provides more than double the assistance of the Administration's earlier school construction proposal, which covered half the interest on an estimated \$20 billion in bonds. The tax credits will cost the Treasury \$5 billion over 5 years, and more than \$10 billion over ten years. Of the \$22 billion in bond authority, nearly \$20 billion for a new School Modernization Bonds. Half of this bond authority will be allocated to the 100 school districts with the largest number of low-income children, and the other half will be allocated to the states.

Education Opportunity Zones: Helping Students in Poor Communities Reach High Standards

This initiative will strengthen public schools and help students master the basic and advanced skills where the need is greatest: in high-poverty urban and rural communities where low expectations, too many poorly prepared teachers, and overwhelmed school systems create significant barriers to high achievement. The Education Department will select approximately fifty high-poverty urban and rural school districts with: (1) a demonstrated commitment to use high standards and tests as tools to identify and provide help to students, teachers and schools who need it; (2) a strategy to prevent students from falling behind by ensuring quality teaching, challenging curricula, and extended learning time; (3) programs to end social promotion and turn around failing schools; and (4) evidence of improved student achievement. Added investments in these communities will accelerate their progress and provide models of successful, standards-based reform for the nation. The President's initiative will invest \$200 million in FY99, and \$1.5 billion over 5 years, in raising achievement and sharing lessons learned with school districts around the country.

Early Intervention to Promote College Attendance

President Clinton will soon announce a long-term effort to bring college opportunity to children in high-poverty areas by providing their families with early information about financial aid and appropriate academic preparation, as well as mentoring and other support services to help the children stay on track through high school graduation and into college.

LEADING THE GLOBAL ECONOMY

Fast Track

America needs fast track to continue to create higher-paying jobs for more Americans. Without it, America's role as the largest exporter in the world will be put in jeopardy. And with new markets opening around the world, it is more important than ever to give the President traditional trade authority to break down trade barriers that put American products made by American workers at a disadvantage. Fast track legislation is essentially an agreement between Congress and the president on how Congress will consider United States trade agreements negotiated by the President. As part of that deal, the President agrees to extensively consult and coordinate with Congress throughout trade negotiations. In return, Congress votes on legislation implementing trade deals within a fixed period of time, on a up or down basis, and with no amendments. Every president since 1974 has enjoyed fast track authority.

Africa Trade Initiative

We are working with members from both parties to secure swift passage of legislation that will bring the promise of 21st century prosperity to African nations that are prepared to undertake the hard work of reform. This legislation will introduce a new era of prosperity and partnership between African reformers and the United States, expanding trade opportunities for African and American workers, farmers and companies, and hope and opportunity for our children. This legislation will encourage African nations to undertake sound growth policies by expanding trade and encouraging investment.

Child Labor

This initiative will make the U.S. a world leader in the fight to reduce child labor. The initiative focuses on reducing the most intolerable forms on child labor -- "slavery" through forced or indentured labor, work by very young children, and work in dangerous conditions -- by increasing the nation's contribution to the International Program for the Elimination of Child Labor (IPEC) from \$3 million to \$30 million. The proposal also calls for additional agents for the U.S. Customs Service to enforce the ban on the importation of goods made with forced or indentured child labor, with a particular focus on rugs from South Asia. On the domestic front, the proposal includes a \$50 million increase in migrant education to serve 100,000 more children of migrant farm workers and a \$9 million increase in the Department of Labor budget to enforce U.S. child labor laws -- especially in the agricultural sector.

Community and Economic Adjustment Initiative

To help communities compete in a global economy, the Community and Economic Adjustment Initiative will borrow a page from the Administration's successful adjustment effort for base closure communities. Modeled after the Defense Department's highly respected Office of Economic Adjustment, the Office of Community and Economic Adjustment (OCEA) will provide grants and other assistance to communities to develop an economic adjustment strategy. The President will propose \$50 million in additional community adjustment assistance as part of the Commerce Department's Economic Development Administration's (EDA) budget. This will allow us to do more for communities that have suffered through sudden and severe economic dislocation, such as plant closings. As OEA has done for base closure communities, OCEA will closely work with the Departments of Labor, Housing and Urban Development, Transportation, and other federal agencies to make communities aware of all available federal resources and to provide a coordinated Administration response.

TRAINING

Reform of the Federal Job Training System

The President renewed his call for Congressional action to reform the job training system. In his 1995 G.I. Bill for America's Workers, he called for individual empowerment through skills grants, streamlining through One Stop Career Centers, and better results through tough performance standards. The House has passed legislation based on his vision. The Workforce Investment Partnership Act has bipartisan support and is under consideration in the Senate.

A SOCIETY ROOTED IN RESPONSIBILITY

MOVING PEOPLE FROM WELFARE TO WORK

Welfare to Work Housing Vouchers

The President's budget will provide \$283 million in FY99 for 50,000 new housing vouchers for welfare recipients who need housing assistance to get or keep a job. Families could use these housing vouchers to move closer to a new job, to reduce a long commute, or to secure more stable housing to eliminate emergencies that keep them from getting to work every day on time. These vouchers, awarded to communities on a competitive basis, will give people on welfare a new tool to make the transition to a job and succeed in the work place. The proposal will complement the President's \$100 million a year welfare to work transportation plan, part of his NEXTEA bill, which will help welfare recipients make their daily commutes.

Increasing Child Support Collections

President Clinton's crackdown on deadbeat parents is paying off: child support collections rose to a record \$13 billion in 1997, an increase of 63 percent since 1992. In the State of the Union, the President set a goal of increasing collections to \$20 billion by the year 2000.

Falling Welfare Caseloads

The President announced that we have met -- two years ahead of schedule -- the challenge he made in last year's State of the Union to move two million more Americans off of welfare by the year 2000. New caseload numbers show that welfare caseloads fell by 4.3 million since President Clinton took office, two million more than the 2.25 million decline he announced last year. The new figures, from September 1997, show 9.8 million Americans on welfare, down from 14.1 million in January 1993 -- a drop of 30 percent.

Business Welfare to Work Commitments

In his State of the Union address last year, the President challenged the business community to create jobs so that people can move from welfare to work. Today, nearly 3,000 companies have accepted the President's challenge and joined a new national effort, called the Welfare to Work Partnership, which was launched at the White House in May. Now, the President has challenged thousands more companies to join the Partnership to give even more people a chance to work their way off welfare.

HEALTH CARE

Protecting Patients Through a Consumer Bill of Rights and Genetic Screening Protections

The President called on Congress to pass federally enforceable consumer health care protections before it adjourns this fall. This Health Care Bill of Rights should contain a range of protections, including guaranteed access to needed health care specialists to ensure that patients are provided appropriate high quality care, access to emergency room services when and where the need arises, an assurance that medical records are confidential, and access to a meaningful internal and external appeals process for consumers to resolve their differences with their health plans and health care providers. The nation's health care system has changed dramatically, with more than 100 million Americans now in managed care plans. This legislation will ensure that whether Americans have traditional health insurance or managed care, they are assured quality care. And to ensure that new advances in genetics are used to improve health rather than to discriminate, the President has called for legislation prohibiting the use of genetic screening to discriminate in health insurance and employment.

Creating a Historic "21st Century Research Fund"

With Unprecedented Increases in Biomedical Research at the National Institutes of Health (NIH). Scientists are on the cusp of important new breakthroughs in biomedical research, which could revolutionize the way medical experts understand, treat, and prevent some of our most devastating diseases. To promote this progress, the President's budget contains a historic upfront investment in biomedical research -- a 1.15 billion increase in FY 1999 -- and proposes an increase in NIH funding of more than 50 percent over the next five years. Under the President's proposal, the NIH will devote over \$20 billion to biomedical research in 2003.

Providing New Options for Americans Ages 55 to 65 to Obtain Health Insurance, Including Buying Into Medicare

Americans ages 55 to 65 are one of the most difficult-to-insure populations: they have less access to and a greater risk of losing employer-based health insurance; and they are twice as likely to have health problems as the population generally. The President's proposal gives this vulnerable population three new ways to gain access to health insurance by: (1) allowing Americans ages 62 to 65 to buy into Medicare, through a premium that ensures that this policy is self-financed; (2) assisting vulnerable displaced workers 55 and over by offering those who have involuntarily lost their jobs and health care coverage a similar Medicare buy-in option; and (3) giving Americans 55 and over who have lost their retiree benefits access to their former employers' health insurance.

TOBACCO

Passing Comprehensive Bipartisan Tobacco Legislation That Reduces Teen Smoking and Changes the Way Tobacco Companies Do Business

Every day 3,000 young people start smoking and 1,000 of them will die prematurely from a tobacco-related disease. The President called on Congress to pass comprehensive national bipartisan legislation that includes five key principles: (1) it must mandate the development of a comprehensive plan to reduce teen smoking, including raising the cost of cigarettes by \$1.50 per pack over the next 10 years as necessary to meet youth smoking targets; (2) it must affirm the FDA's full authority to regulate tobacco products; (3) it must include measures to hold tobacco companies accountable, especially for marketing products to children; (4) it must include concrete measures to improve public health, from investing in research to reducing second-hand smoke to expanding smoking cessation; and (5) it must protect the financial well-being of tobacco farmers and their communities from the loss of income caused by our efforts to reduce smoking.

CHILD CARE INITIATIVE

Double the Number of Children Receiving Child Care Subsidies to More than Two Million

The President proposed to expand the Child Care and Development Block Grant to help working families struggling to meet the costs of child care. This block grant is the primary federal subsidy program to pay for child care, enabling low-income parents to work. Funds are distributed by formula to the states to operate direct child care subsidy programs, as well as to improve the quality and availability of care. The President's initiative will more than double the number of children served from the one million served in FY 95 (the latest year for which data are available). The President's budget will increase funding for the block grant by \$7.5 billion (plus a state match) over five years, which will enable states to provide subsidies for more than two million children by 2003.

Increase Tax Credits for Child Care for Three Million Working Families

The Child and Dependent Care Tax Credit provides tax relief to taxpayers who pay for the care of a child under 13 or a disabled dependent or spouse in order to work. The credit is equal to a percentage of the taxpayer's employment-related expenditures for child or dependent care, with the amount of the credit depending on the taxpayer's income. The President's proposal increases the credit for families earning under \$60,000, providing an additional average tax cut of \$358 for these families and eliminating income tax liability for almost all families with incomes below 200% of poverty (\$35,000 for a family of four) that claim the maximum allowable child care expenses. The President's budget will include \$5.2 billion over five years to expand the Child and Dependent Care Tax Credit for three million working families.

Provide New Business Tax Credits

The child care initiative includes a tax credit to businesses that provide child care services for their employees, by building or expanding child care facilities, operating existing facilities, training child care workers, or providing child care resources and referral services. The credit covers 25% of qualified costs, but may not exceed \$150,000 per year. The President's budget will include approximately \$500 million over five years for these tax credits.

Promote Early Learning

Research shows that children's experiences in the earliest years are critical to their development and future success. The President's proposed Early Learning Fund provides challenge grants to communities (distributed by states) to improve early learning and the quality and safety of child care for children ages zero to five. Funds may be used for the following activities: providing basic training to child care providers (including first aid and CPR); connecting individual child care providers to centers for education and support; assisting child care providers to meet accreditation and licensing requirements; linking child care providers with health professionals, and supporting the inclusion of young children with special needs in quality child care settings; reducing group sizes and child-to-staff ratios; and providing home visits, parent education, and consumer education about child care. The President's Early Learning Fund builds on state initiatives such as North Carolina's Smart Start, which helps North Carolina's children enter school healthy and ready to succeed. The President's budget will include \$3 billion over five years for this fund.

Increase Head Start and Double the Number of Children Served by Early Head Start

Head Start provides early, continuous and comprehensive child development and family support services, preparing children for a lifetime of learning and development. The President's budget will invest an additional \$3.8 billion over five years to reach his goal of serving one million children by 2002, and doubling the number of infants and toddlers in Early Head Start to 80,000.

Step Up Enforcement of State Health and Safety Standards

Building on the military's model child care program, this proposed initiative will fund state efforts to improve licensing systems and enforce child care health and safety standards, including by increasing unannounced inspections of child care settings. The President's budget will include \$500 million over five years for this program.

Facilitate Background Checks on Child Care Providers

On the day of the White House Conference on Child Care, the President transmitted to Congress the National Crime Prevention and Privacy Compact, which will facilitate effective background checks on child care providers by eliminating state law barriers to sharing criminal history information for non-criminal purposes. Although the vast majority of child care providers are dedicated to the teaching and nurturing of children, one tragedy in child care is too many. Background checks are an important way to ensure that the people watching our children are fit for this responsibility.

Increase Scholarships and Training for Child Care Providers

At the White House Conference on Child Care, the President proposed establishing a Child Care Provider Scholarship Fund to enable states to provide scholarship funds to students working toward a child care credential. Eligible child care workers must commit to remaining in the field for at least one year for each year of assistance received and will earn increased compensation or bonuses when they complete their course work. The President proposed a federal investment of \$250 million over five years, which will support 50,000 scholarships per year. The President is also proposing to expand the Department of Labor's Child Care Apprenticeship Program to fund the training of child care providers.

Invest in Research

Because too little is known about our child care system, the President's budget will increase support for data, research, and evaluation. This research fund will also support a National Center on Child Care Statistics and a child care hotline that parents can call to get information about how to find child care in their communities and how to identify appropriate, quality care for their children. In addition, the research fund will support demonstration projects to test approaches to help new parents who choose to stay home to care for their newborns or newly adopted children. The President's budget will include \$150 million over five years for this fund.

Provides After-School Care for up to Half a Million Children a Year

The President proposes a dramatic expansion of the 21st Century Community Learning Center Program to provide start-up funds (with a local match) to school-community partnerships to establish or expand before- and after-school programs for school-age children. The program increases the supply of after-school care in a cost-effective manner by directing most funds to programs that use public schools and their existing resources, such as computers, gymnasiums, and sports equipment. The program also includes a set-aside to fund programs run by community organizations. The President's budget will request \$800 million of new money for this program, for a total of \$1 billion over five years.

CRIME

Juvenile Crime Strategy

This initiative recognizes the threat juvenile crime poses to our communities and calls on Congress to pass a comprehensive anti-gang and youth violence strategy. The President's proposed legislation targets gangs and violent juveniles by (1) funding for new prosecutors (\$100 million) and probation officers (\$60 million); (2) helping our kids to stay gun- and drug-free by preventing violent juveniles from buying guns when they turn 21; (3) enacting tough new sentences to punish adults who sell drugs to kids and use kids to sell drugs; (4) helping kids to stay in school, off drugs, and out of trouble with new funding to keep schools open later and to promote anti-truancy initiatives and curfews (\$95 million). In addition, the President's Child Care Initiative increases five-fold current funding for Department of Education-sponsored after school programs.

AMERICAN LEADERSHIP IN THE WORLD

NATO Enlargement

Europe's stability and America's security are closely linked. The President's call for enlarging the NATO alliance strengthens the alliance's core mission of collective defense and helps meet new threats such as regional instability. Enlargement furthers other US objectives including: Encouraging states in the region to settle border and ethnic disputes with neighbors; strengthen civilian control of their militaries; and increase tolerance for ethnic and religious minorities. NATO's enlargement, combined with the Partnership for Peace program, the NATO-Russia Founding Act and the NATO-Ukraine partnership will help erase the outdated Cold War divisions and build, for the first time, an undivided, democratic, and peaceful Europe.

Securing the Peace in Bosnia

The United States has an abiding interest in peace and stability in Bosnia and a compelling interest in the implementation of the Dayton peace accords. After 46 months of the worst war in Europe since WWII, 24 months of implementing peace have helped put Bosnia on the path to lasting peace and stability. Progress on implementation was made possible because of prudent military support. We can now see the point where civil implementation and peace can be self-sustaining -- but Bosnia's fragile peace still needs the support of American and allied troops when the current NATO mission ends in June. The President still must approve a detailed action plan being prepared by NATO military authorities after a full review of all options. The President will insist that this action plan have the following elements: an achievable mission tied to clear benchmarks, not a deadline; force must be able to protect itself; the U.S. must retain command; European allies must shoulder their full share of responsibility; costs must be manageable; and the plan must have substantial support of the Congress and the American people.

Iraq Weapons of Mass Destruction Program (WMD)

President Clinton made clear that Iraq's efforts to develop nuclear, chemical and biological weapons are unacceptable. U.N. inspectors have done a remarkable job -- destroying more of Iraq's WMD potential than was destroyed during the Gulf War itself. But Saddam is now refusing to allow inspectors to complete their mission. All options are on the table to make sure Iraq does not pursue their WMD program with impunity and threaten the international community.

Biological Weapons

President Clinton announced tonight that the United States would lead the effort to erect stronger international barriers against the proliferation and use of biological weapons. Under this new initiative, the United States will seek to strengthen the Biological Weapons Convention (BWC) by requiring nations that have joined the BWC to submit annual declarations about facilities and activities that could be used for Biological weapon purposes and agree to a tough international inspection system including both voluntary and mandatory inspections.

Comprehensive Test Ban Treaty (CTBT)

The President's call for Senate ratification of the CTBT will allow America to maintain a safe and reliable nuclear deterrent while constraining the proliferation of nuclear material and technology to rogue states' weapons programs. CTBT will improve America's ability to detect and deter nuclear explosive testing. CTBT's global network of sensors will strengthen America's ability to monitor nuclear explosive testing across the globe, as well as deter any nation from believing it can conduct a nuclear explosive test undetected by the international community.

U.S. Arrears to the United Nations

The President also highlighted the need for prompt action on the payment of U.S. arrears to the United Nations. The failure to pay undermines our ability to reform the U.N. and hinders our leadership of that organization at very time the U.N. is working to prevent Iraq from threatening neighbors and the world with weapons of mass destruction. We also need to give the International Monetary Fund the capacity to help prevent global financial crises. Now, more than ever, our security at home and our interests abroad demand that America meet our international obligations, sharpen the tools to improve the stability of the world economy, and increase our leverage in international organizations.

A NATION THAT LIVES BY COMMUNITY

POLITICAL REFORM/REINVENTING GOVERNMENT

Free Television Time

Spending on congressional campaigns has increased more than three times the rate of inflation in the last decades and spending on television is the primary reason. In 1972, candidates spent \$25 million for political ads; in 1996, they spent \$400 million. In his State of the Union, President Clinton announced that will request that the Federal Communications Commission (FCC) require broadcasters to give candidates for Federal office free time as a condition of receiving a new, lucrative license for digital television. It is time to update broadcasters' public interest obligations to meet new political and technological realities.

Enact Bipartisan Campaign Finance Reform

The President remains committed to the enactment of bipartisan campaign finance reform. He is pleased that the leadership in Congress has agreed to schedule a vote this Spring on the McCain-Feingold and Shays-Meehan reform bills. But a vote on these bills is not enough. In his State of the Union the President challenged Congress to enact real reform this year. Acceptable campaign finance reform legislation must meet five criteria: 1) it must be bipartisan; 2) it must be comprehensive; 3) it must reduce the amount of money that is raised and spent on federal elections; 4) it must help level the playing field between challengers and incumbents; and 5) it cannot favor one party over the other.

IRS Reform

President Clinton is strongly committed to reforming the IRS. This spring the Administration will launch the first of 33 Citizen Advocacy Panels. These new panels will be locally-based, independent boards of citizens established to monitor how local IRS offices treat taxpayers and help taxpayers get their problems solved. These new panels are part of the new era of customer service underway at the IRS. The successful new IRS problem solving days, which have helped thousands of taxpayers get relief, will continue around the country on a monthly basis. Additionally, as of the first of the year, IRS phones are now operating 16 hours a day, six days a week. For the first time, IRS offices will be open Saturday mornings during the tax filing season -- March through mid-April -- to provide taxpayers a convenient opportunity to walk-in and get any questions answered. Also, the IRS expects this year to expand its award-winning Telefile program. This innovative program allowed 4.7 million taxpayers to file their returns with a quick average 10 minute phone call last year.

COMMUNITY EMPOWERMENT

Low-Income Housing Tax Credit

Since its creation in 1986, the Low-Income Housing Tax Credit (LIHTC) has given states tax credits of \$1.25 per capita to allocate to developers of affordable housing. Even though building costs have increased 40 percent in the last decade, the amount of the credit has not been adjusted for inflation. Therefore, President Clinton and Vice-President Gore propose to increase the cap on the LIHTC from \$1.25 per capita to \$1.75 per capita — restoring the value of the credit to its 1986 level. Estimates suggest that the LIHTC currently helps build 80,000-90,000 affordable housing units each year. The President and Vice President's proposal to increase the cap by 40 percent will create an additional 160,000-180,000 new rental housing units for low-income American families over the next five years. This proposal will cost \$1.6 billion over five years.

Empowerment Zones

Building on the Administration's successful first round of Empowerment Zones which has helped spur the creation of jobs and private investment in America's distressed communities, the President's budget includes a request for \$1.7 billion to support flexible grants to 20 new Empowerment Zone designations. The funding will be made available to the designated communities over a 10 year period. The 15 urban designations will be funded at \$100 million each; and the five rural designations will be funded at \$40 million each. The Departments of Housing and Urban Development and Agriculture will announce a competition this Spring that will lead to the designation of the 20 new Empowerment Zones by December 1998.

“Play-by-the-Rules” Homeownership Proposal

The President’s FY99 budget provides funds for the Neighborhood Reinvestment Corporation to start a new initiative to help provide the opportunity of homeownership to responsible families with a perfect rental history. Under this initiative, we will help 10,000 lower-income -- and often minority -- families become homeowners. While the method of helping each family buy their own home will differ, responsible families we will be provided homeownership counseling, flexible assistance for downpayment or closing costs, second mortgage loans for debt reduction, or rehabilitation loans.

Homeownership Zones

The FY99 budget includes funds for Homeownership Zones to be used by communities to reclaim abandoned and distressed neighborhoods through the creation of large-scale developments of owner-occupied single-family homes. Funds could be used for property acquisition, housing construction, housing rehabilitation, demolition, site preparation, homeownership counseling, relocation, housing marketing, activities to ensure fair housing, and other activities essential to homeownership.

ENVIRONMENT

Climate Change Initiative

Following the historic agreement reached in Kyoto in December 1997, and as part of the President’s and Vice President’s ongoing efforts to address climate change, the President is proposing a dramatic new program of tax cuts and R&D aimed at cutting greenhouse gas emissions. The proposed package contains tax cuts to promote energy efficiency and additional research and development spending covering the four major carbon-emitting sectors of the economy (buildings, industry, transportation, and electricity), plus carbon removal and sequestration, Federal facilities, and cross-cutting analyses and research. This package complements the other elements of the Administration’s climate change plan, which include working with industry to develop sector-by-sector initiatives to cut emissions, incorporating energy efficiency goals into Federal procurement and energy use, and restructuring the electricity industry. These efforts strive to reduce greenhouse gas emissions by improving efficiency and reducing costs to the consumer. They provide a solid step on the way to meeting the goals of the Kyoto Agreement.

Clean Water Initiative

This initiative will ease threats to the environment and public health by helping states and communities curb polluted runoff from farms and city streets, reducing exposure to harmful organisms and toxic contaminants in drinking water and fish, and promoting community-based watershed management in partnership with landowners and affected industries. The initiative targets the 40 percent of the nation’s waterways still unsafe for fishing and swimming. It provides substantial new resources to assist states in implementing these programs and to create incentives for farmers to adopt practices that protect water quality.

Food Safety Initiative

The Clinton Administration launched a new food safety initiative last year to put in place new science-based preventive systems to improve the safety of seafood, meat, and poultry and begin work on a new early warning system to help detect and respond to outbreaks of food borne illness. Our budget will seek an even more substantial increase in funding to further enhance food safety. The resources will go to a variety of initiatives, including: giving FDA authority to prevent the importation of produce from countries without safety precautions equivalent to our own; hiring FDA inspectors to improve the safety of fruits and vegetables, both domestic and imported; developing new ways for federal inspectors to detect foodborne illnesses in meat and poultry and determine the source of contamination; improving educational outreach on proper food handling; and further expanding our early warning system and strengthening state surveillance activities for foodborne illnesses.

CIVIL RIGHTS

Reforming and Strengthening the Equal Employment Opportunity Commission (EEOC)

This initiative expands the EEOC's ADR program over three years to allow as many as 70 percent of all complainants to choose mediation, rather than the lengthy process of investigation and litigation. In the first year, the EEOC will provide ADR in a projected 16,000 cases -- 20 percent of all incoming cases and double the number currently sent to mediation. In addition, through a combination of increased use of mediation, improved information technology, and an expanded investigative staff, the EEOC will reduce the average time it takes to resolve a private sector complaint from over 9 months to 6 months, and reduce the backlog of cases from 64,000 to 28,000 by the year 2000. The proposal provides \$279 million for the EEOC for FY99 -- \$37 million or 15 percent more than the enacted 1998 budget.

THE MILLENNIUM PROJECT

TECHNOLOGY

A Family-Friendly Internet

President Clinton and Vice President Gore support a strategy to protect children and create a safe, educational environment on the Internet that is consistent with our First Amendment values. This strategy includes cracking down on obscenity, child pornography, and online stalking, and encouraging the private sector to develop filtering and blocking technology for parents and teachers that is widely available and effective. This fall, the Administration will join the private sector and non-profit groups to support "Internet Teach-Ins" at schools and libraries, which are designed to increase awareness of safe on-line behavior for children and access to good content

Making the Internet a Global Free-Trade Zone

The Administration is committed to creating an environment in which global electronic commerce can flourish, so that every computer will be a window open to every business, large and small. Over the next several years, Internet commerce could increase to hundreds of billions of dollars per year, boosting U.S. exports and creating new opportunities for small start-up companies. President Clinton has directed the U.S. Trade Representative to work with foreign governments to secure agreement that all products and services delivered across the Internet and all equipment from which the Internet is built -- be free from tariffs.

Cloning

President Clinton has proposed legislation banning the cloning of human beings. The President's legislative proposal prohibits for five years the use of somatic cell nuclear technology to create a human being. The legislation directs the National Bioethics Advisory Commission to report to the President in four and half years on whether to continue the ban. The proposal is carefully worded to ensure that it will not interfere with beneficial biomedical and agricultural activities. In March 1997, the President imposed a ban on the use of federal money for cloning human beings.

Save America's Treasures

Many of our most important cultural treasures -- such as the Star Spangled Banner, the Declaration of Independence, and the Bill of Rights -- are seriously at risk. "Save America's Treasures" is a three year, \$150 million initiative that will help stimulate support for the Nation's most important preservation priorities. The funds will be administered by the Department of Interior under the authority of the National Historic Preservation Act. Half of the money will support preservation projects identified at the national level -- the other half will go to support state and local priorities.

Modernize Schools for the 21st Century

In order for students to learn and to compete in the global economy, schools must be well-equipped and they must be able to accommodate smaller class sizes. To address these and other critical needs, the President's FY 99 Budget will propose Federal tax credits to pay interest on nearly \$22 billion in bonds to build and renovate public schools. This is more than double the assistance proposed last year, which covered half the interest on an estimated \$20 billion in bonds. The new proposal provides tax credits in lieu of interest payments for investors in two types of bonds: School Modernization Bonds (a new proposal), and expansion of the Qualified Zone Academy Bonds (created last year). These tax credits will cost the Treasury \$5 billion over 5 years, and more than \$10 billion over ten years.

School Modernization Bonds

\$19.4 billion in zero-interest bonds (\$9.7 billion in 1999 and \$9.7 billion in 2000) is proposed for construction and renovation of public school facilities. The Department of the Treasury would allocate the rights to offer these special 15-year bonds to States, territories, and certain school districts that have submitted school construction plans to the Secretary of Education.

- Half of the bond authority would be allocated to the 100 school districts with the largest number of low-income children, in proportion to the number of such children served (the Title I Basic Grant formula), to provide assistance in accordance with each school district's plan.
- The other half would be allocated to States and territories to provide to school districts in need of assistance in accordance with each State's plan. The bond authority would be allocated according to the State's proportion of low-income children (Title I Basic Grant formula), except that children in the 100 school districts (above) would not be included in the count.

School Construction Plans: In order to receive a bond allocation, States, territories, and the eligible 100 school districts would be required to submit a plan to the Secretary of Education. The plans would (1) demonstrate that a comprehensive survey has been undertaken of the construction and renovation needs in the jurisdiction, including meeting requirements for access by persons with disabilities, and (2) describe how the jurisdiction will ensure that the bond funds are used for the purposes intended by this proposal, including the requirement that they will supplement, not supplant, amounts that would have been spent on construction and renovation in the absence of these bonds. State plans would also describe how they will ensure that localities with the greatest need -- as demonstrated by inadequate facilities coupled with a low level of resources to meet the needs -- would be served.

Qualified Zone Academy Bonds

This program, created by the Taxpayer Relief Act of 1997, provides a tax credit to pay interest on bonds for a variety of expenses (including building renovation) related to certain public school-business partnerships. The FY 99 Budget would expand these bonds to cover school construction, and would increase and extend the bond authority by \$2.4 billion (an additional \$1 billion, to \$1.4 billion, in 1999, and \$1.4 billion in 2000). This bond authority is allocated to States on the basis of their respective populations of individuals with incomes below the poverty line.

SCHOOL MODERNIZATION PROPOSAL QUESTIONS AND ANSWERS

- Q. How is this different from the proposal last year?**
- A.** It is twice as big, providing more than \$10 billion of subsidies over ten years, compared to last year's proposal which was \$5 billion over four years. (Instead of covering *half* the interest on \$20 billion of local school construction bonds, the new plan will generally cover the *full* interest on about \$22 billion in bonds.) Like last year's proposal, half of the new program's aid is directed to the 100 school districts with the largest number of low-income children, and the other half goes to States. The financing mechanisms, however, are structured very differently: in last year's approach, the Federal government provided an up-front amount of *subsidy* that would be used to pay interest on bonds over a period of many years. The new proposal does the opposite. Instead of providing the subsidy up front, it provides *bond authority*, and the Federal interest subsidy -- in the form of tax credits -- is paid out over the life of the bonds (up to 15 years).
- Q. Why does this proposal have any better chance with Republicans, who shot down the previous proposal in last year's budget negotiations?**
- A.** First, it uses an entirely different financing approach, building on a proposal that the Republicans were willing to accept in the tax bill last year. Second, there is a greater public understanding now of the enormous need to invest in making our schools better places to learn. (For example, in places like California that are reducing class sizes, there is a well-known shortage of classrooms). Third, one of their excuses is gone: the Davis-Bacon prevailing wage requirements, which applied to our spending proposal, are no longer applicable in the context of a tax credit. While we did not consider this a real issue, some Republicans have used it as their excuse for opposing school construction legislation.
- Q. Why should the Federal government get involved in school construction?**
- A.** School construction will remain primarily a State and local responsibility. But America is facing a school facilities crisis -- a backlog of repairs, the need to modernize, and increasing enrollments that will demand new or expanded schools.

The U.S. General Accounting Office found that one-third of the Nation's schools, serving more than 14 million students, need extensive repair or renovation of one or more buildings. Almost half have inadequate electrical wiring for computers and other technology. On top of all of that, there is the need to address rising enrollments, and the desire in many schools to create room to reduce class sizes.

Far from taking over this responsibility, these special bonds would help States and school

districts boost their construction and renovation activities to better meet America's needs.

Q. How many buildings and how many children would be helped with these bonds?

A. That depends on local decisions, but we have made an estimate. According to GAO, the average school reported needing about \$2 million to repair and upgrade to good overall condition. The average new elementary school costs \$6 million and the average high school costs about \$15 million. If one-fourth of the funds are used for new construction, then \$20 billion in bonds would pay for approximately 500 new schools and 7500 major repair projects, bringing safer and more up-to-date classrooms to 4 million students.