

THE WHITE HOUSE
WASHINGTON

March 31, 2000

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Berger
Podesta
NSCWWDeskINFORMATION

0 MAR 31 PM 12:10

MEMORANDUM FOR THE PRESIDENT

FROM: SAMUEL BERGER *mt*

SUBJECT: Bosnian Students You Met in Sarajevo
Accepted at U.S. University

I would like to update you on the fate of two Bosnian high school students, Adnan and Nermina Memić, whom you met in Sarajevo last year during the Stability Pact Summit. Adnan and Nermina expressed to you their interest to come to the United States to attend a university.

Our Embassy in Sarajevo has worked closely with the Memić family to make their wish come true, and we have good news to report. St. Mary's College, near Detroit (a school with a tradition of accepting students with links to Eastern and Central Europe), offered the Memićs a four-year scholarship and an opportunity to work on campus to help with incidental expenses. The Memićs have accepted St. Mary's offer of admission.

The Jewish Community Council of Bloomfield Hills, Michigan, is cooperating with a local Moslem group to "cosponsor" housing for the two students. If, for some reason, the housing arrangement does not work out, the President of St. Mary's promises the college will find suitable accommodations. Finally, an American attorney in Michigan who works on a pro bono basis with Jewish and Moslem organizations is organizing funds to pay for the Memićs' transportation to the U.S. The Embassy believes that Adnan and Nermina are extremely impressive students and that they will do well in the United States.

cc: Vice President
Chief of Staff

for African development limits our ability to effect change. Sandy reports a positive trend, however, among successful Africans in the U.S. now investing in Africa; also, the UN Development Program (UNDP) is expanding its programs that address this issue into Africa; providing financial and technical support to African companies to create incentives for Africans to return home; and focusing on strengthening governance. Economic opportunity and political stability remain the most effective ways to stop the drain.

(D) **DoD Annual Report** (via Berger) – Sandy forwards DoD's annual report, similar to last year's, which emphasizes three priorities: taking care of people; protecting readiness today; and modernization to protect readiness tomorrow. The report highlights additional pay raises in our recent budget (0.5% above inflation); improvements in housing benefits; full funding for O&M budgets; and full funding for '01 expected contingency costs for Bosnia and Kosovo. Sandy agrees with Secretary Cohen's conclusions that stopping the annual migration of procurement funding, which has slowed modernization, will leave the military far better able to meet challenges in the future; NSC and DoD will remain vigilant on personnel issues.

(E) **Sec'y Cohen memo re: Junior ROTC (JROTC)/DoD schools** (via Berger/Lew) – Sandy and Jack summarize Secretary Cohen's memo to you, responding to your questions at the CINCs Conference regarding potential lessons from JROTC and DoD school system successes. Highlights from Secretary Cohen's reports include: the proportion of JROTC graduates who enter the military after high school is about 5 times greater than non-JROTC students; for FY96-98, JROTC participation has led to roughly 8,000 new recruits annually. DoD is in the process of expanding the JROTC program from 2,591 (\$177M) to the authorized maximum of 3,500 by FY05; on the DoD schools issue, DoD school students are consistently among the highest ranking students on national tests; achievement among minority students is noteworthy. Jack and Sandy will explore the possibility of your visiting a DoD school. cc Brew

should be much larger 10-20,000

(F) **Berger memo on Bosnian students from Sarajevo** – Sandy reports on the two Bosnian high school students whom you met in Sarajevo during the Stability Pact Summit and who expressed interest in studying in America. Adnan and Nermina Memić have been accepted at St. Mary's College in Michigan; the school has offered them four-year scholarships and an opportunity to work on campus. The Jewish Community Council and a local Muslim group are cosponsoring housing; transportation has also been arranged.

Good
I should write them with them can get them work

(G) **Sec'y Slater letter re: FAA Reauthorization Bill** – Prior to your India trip, Rodney sent a letter regarding the FAA bill to Betty. We have now received the bill (last day for action is April 8th). Like Rodney, your White House advisers will recommend that you sign the bill. *The letter is attached.*

1) Should be much larger 10-20,000
cc Brew

2) Good
I should write them
congratulatory note

To Reed
LH
PBY

04-11-00

Copied
Reed/EL/AR
Padesa

04-11-00

Lagging in Education, the South Experiments

A1 By DAVID FIRESTONE

ATLANTA, April 3 — The states of the South, long home to the nation's poorest and worst-performing students, have desperately begun to experiment with education theories and school reform plans in ways that are drawing national attention.

While experimentation is going on in a few states in other regions, almost every Southern governor, Republican or Democrat, is either hunting for new school money or trying combinations of familiar and occasionally untested ideas for improving student achievement. Some of the plans mix new spending for large state education agencies and teacher salaries with conservative proposals like vouchers and an end to teacher job protection.

"The Southern states have really been pushing the envelope," said

Kathy Christie, who runs the information clearinghouse at the Education Commission of the States, a nonprofit policy group based in Denver. "They may be low in achievement, on average, but they have a number of high-quality proposals out there that may start to change that in the next few years."

Gov. Paul E. Patton of Kentucky seemed to be speaking for the entire South earlier this year when he informed state lawmakers of his top four priorities: "Education, education, education and education." Not all his colleagues have been quite so wry about it, but in virtually every statehouse in the South, the priorities are essentially the same.

Georgia is about to become the first state in the country to wipe out

all job protection for teachers, a measure Gov. Roy Barnes pushed through the state legislature over the objections of teacher organizations as a message that the world had changed. The end of tenure is the most attention-getting element of Mr. Barnes's sweeping education overhaul, approved last month, which mandates smaller class sizes, bonuses for teachers in good schools and a new education bureaucracy to monitor annual testing.

South Carolina has been spending more than \$70 million a year to raise teacher salaries above the regional average and provide scholarships for future teachers, and it has established a new training institute for principals.

A Texas approach begun in the early 1990's and enhanced by Gov.

George W. Bush has put a strong emphasis on testing, breaking new ground in the close monitoring of low-income and minority students.

North Carolina — hailed along with Texas in a 1998 study by the National Education Goals Panel as having made among the largest gains in reading and math scores in the first part of the 1990's — is tightening the licensing of both new and experienced teachers. At the same time, it is offering substantial bonuses for teachers in high-performing schools.

Florida has pioneered a program to provide private-school vouchers for students in poorly performing public schools. The program was recently ruled unconstitutional by a state judge, but the state is appealing the decision.

As the region with the lowest per-capita income, the South has always lagged the rest of the country in educational achievement, burdened by its former reliance on low-skill jobs and the residue of segregated school systems. Forty percent of Americans without high school diplomas are in the South, twice the percentage of any other region, according to the Southern Regional Education Board, a cooperative compact to improve the public schools.

The South was slower than the rest of the country to begin its school reform, and for all the recent years of innovation, performance has just barely begun to move up. The Southeast is still the lowest-ranking of the nation's four regions on the federal government's National Assessment of Education Progress tests.

Of the 16 states that belong to the regional board, only 6 meet the national average for proficiency in fourth-grade reading (although others have shown some improvement), and only 3 do so in eighth-grade reading. In the Deep South, only North Carolina meets the national proficiency averages for both grades.

"We've lagged behind the rest of the country for so long that there is a much greater receptivity to experimentation," said John Dorman, executive director of the Public School Forum, a nonprofit public policy group based in Raleigh, N.C. "The

states are trying a lot of high-stakes programs, but we're just now starting to fight our way up to average."

As in most states, the effort to improve public schools began in the South with the dire warnings published 17 years ago in "A Nation at Risk," a federal commission's report attacking the quality of American education, and was prodded by business leaders who said the regional economy was at stake. But the South had much further to go than the rest of the country. It spent less on education than any other region, and had by far the largest number of dropouts and failing students. Nowhere was the connection between student poverty and school performance more evident.

"We just didn't put importance in the state of public education until the last few years," Governor Barnes of Georgia, said in an interview last week, riffling through bulging folders of education statistics. "Because in the South you didn't have to. You had manufacturing concerns — kids could drop out in high school and go to work at a mill. Well, the mills are no longer there; the mills are in Mexico or Asia. The economy has changed, and we've got to improve our standards or we won't have the smart people to fill those jobs."

Governors of the New South like Lamar Alexander in Tennessee and

1/2

The New York Times

TUESDAY, APRIL 4, 2000

Richard Riley in South Carolina first began talking like this in the 1980's, trying to repair their states' reputations with the first wave of school reforms like testing and improving teacher quality. James B. Hunt Jr. of North Carolina, one of the earliest and most successful education advocates among the governors, was the founding chairman of the national standards board that certifies teachers in their fields, and his state now leads the nation in board-certified teachers.

Other states, particularly in the Deep South, moved more slowly, but now it is no longer possible to be a Southern governor without a similar agenda. In Mississippi, which has the nation's lowest-performing schools, Gov. Ronnie Musgrove promised in his inaugural address in January to find \$286 million to raise teacher salaries to the regional average over the next five years (although he has not yet persuaded legislators).

Next door, in Alabama, Gov. Donald Siegelman has also proposed substantial raises for teachers, in exchange for making it easier to dismiss them without a lengthy procedure. But after his plan for a state lottery to support education failed last year, he said the money would have to come out of the same pot as is used for higher education, and now university administrators have come out against the proposal.

In any case, it is the South's wealthier states, like Georgia, Florida and the Carolinas, that are setting the pace for innovation. Georgia's plan, centering on school accountability, is typical of what other Southern states are approving or considering, and Governor Barnes frankly admits that much of it was borrowed from North Carolina.

The Georgia plan, passed overwhelmingly in the state legislature last month and set to be signed into law in a few weeks, is based on annual tests in Grades 1 through 12 in reading, writing, mathematics, science and social studies. If students meet the goals set by a new State Office of Education Accountability, the teachers in their school will get bonus pay. If students in a school fail repeatedly, they will be allowed to move to a different school, and teachers and administrators can be disciplined or dismissed.

At the same time, class sizes will

be limited to 21 students in first through third grade, down from the current maximum of 33; in later grades, class sizes can grow to 28. School councils of parents, teachers and business leaders will be set up to work with principals.

Any teacher dismissed will be given a written reason but will not have the right to a hearing. Although a few other states have shortened the hearing process, none of them have eliminated it entirely.

The larger of two state teachers organizations, the Professional Association of Georgia Educators, eventually dropped its opposition when Mr. Barnes agreed that the dismissal rule would be applied only to teachers hired from now on, not to existing faculty. But a smaller teachers group, the Georgia Association of Educators, remains opposed; its executive director, Drew Albritton, said the provision would drive away good teachers by permitting arbitrary dismissals.

Mr. Barnes, a Democrat who ran the risk of alienating a crucial constituency of his party with the measure, acknowledged that there was no statistical link between teacher tenure rights and student achievement. But he said the move sent a message to educators that change would be pronounced. "Tenure is an outdated concept," he said, "born of a time when we treasured process over performance."

Georgia's consensus is not always easy to come by, however, especially in states that passed the first reform measures some time ago and are now coming to realize that the costs only go up. In Kentucky, which has seen steady improvement since passing a school reform bill in 1990, legislators have been unable to agree on Governor Patton's proposal to pay for enhanced teacher training programs. Gov. Mike Foster of Louisiana has not been able to find the \$220 million he wants to raise teacher salaries to the Southeastern average, and the state's teachers groups are murmuring about an autumn strike.

"We've actually made a lot of progress, considering where we were," said Mark Musick, president of the Southern Regional Education Board. "But we had a lot of room to make progress. The next steps are going to be even harder."

2/2

4-10-00

- **Ethanol Fueling Station:** On April 22, the first of eight planned E-85 stations in the DC metropolitan area will be opened at the Navy Exchange Annex. This station is the result of the cooperative efforts of the Baltimore-Washington Metro Clean Cities, Maryland Grain Producers Utilization Board and the National Corn Growers Association. The station is expected to be fully operational by the early part of May 2000.
- **Snake River Salmon:** The number of wild Snake River fall chinook returning to Snake River to spawn in 1999 is up 300 percent, from about 300 in 1998 to 905 in 1999, according to recent counts from WA State Fisheries biologists. This is the highest number returning since 1975, the year that the last of the four Snake River dams came on line.
- **Gasoline Prices Down, Stocks Up:** Crude oil and gasoline prices continue to fall, as OPEC expressed its intent to take further action in June, if necessary. Conventional gasoline in the New York Harbor lost the six cents gained in the previous week to close at 80.38 cents per gallon. Gasoline spot prices on the West Coast were down, partially attributable to the health of the refining industry. The average U.S. retail gasoline price took another counter-seasonal step down to 150.3 cents per gallon as of April 3, 38.5 cents higher than last year. Similarly, the average retail price in California went down for the second consecutive week, reaching 177.1 cents per gallon. While brief run-ups are always a possibility, the new production agreements should keep this summer's prices from rising significantly higher than seen recently. A third successive build, unusual for this time of year, added 2.7 million barrels for a total 203.8 million barrels in gasoline stocks as of March 31, 12.2 million barrels less than a year ago.

DEPARTMENT OF EDUCATION

- **Congressional Inquiry:** Reps. Goodling, Castle, and Hoekstra have written Secretary Riley regarding a recent article in the *Baltimore Sun* which mentioned a study questioning the validity of student achievement gains in TX. The article claims that the study was drafted by a senior researcher at DOEd, written under a pseudonym, and not made public. The *Baltimore Sun* contends that a DOEd employee conducted the study, but that the employee claims it wasn't done on DOEd time or sanctioned by DOEd.
- **New York City Summer School:** On April 3, Harold Levy, New York City's interim schools chancellor, announced a plan to restrict summer school attendance to public school students who failed during the regular school year. The announcement was prompted by a dispute between city officials and teachers over bonuses for summer school teachers. The decision means that tens of thousands of students who would voluntarily attend free summer classes will not be able to do so. Without the restriction, summer school enrollment likely would include approximately 11,000 private school students, 20,000 special education students who are not in year-round classes, and 20,000 children in grades 3 through 8 who voluntarily attend summer classes.

*By Reed
What's the
deal on this?*

And this!

*Copied
Reed*

WHITE HOUSE STAFFING MEMORANDUM

Date: 4/14/00 ACTION / CONCURRENCE / COMMENT DUE BY: 4/18/00
 Subject: 1999 PRESIDENTIAL SCIENCE + MATH TEACHING AWARDS

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	LOCKHART	☐	☒
PODESTA	☒	☐	LEWIS	☒	☐
ECHAVESTE	☒	☐	MARSHALL	☐	☐
RICCHETTI	☒	☐	MOORE	☐	☐
LEW	☐	☐	NASH	☐	☐
BAILY	☐	☐	NOLAN	☐	☐
BERGER	☐	☐	REED	☒	☐
BLUMENTHAL	☐	☐	SPERLING	☐	☐
BRAIN	☐	☐	STREETT	☐	☐
BURSON	☒	☐	TRAMONTANO	☒	☐
CAHILL	☐	☐	UCELLI	☒	☐
EDMONDS	☐	☐	VERVEER	☐	☐
FRAMPTON	☐	☐		☐	☐
IBARRA	☐	☐		☐	☐
JOHNSON, B.	☐	☐		☐	☐
JOHNSON, J.	☒	☐		☐	☐
LANE	☐	☐		☐	☐

REMARKS:

Any Comment?

RESPONSE:

THE WHITE HOUSE

WASHINGTON

April 10, 2000

ACTION

MEMORANDUM FOR THE PRESIDENT

FROM: NEAL LANE *Neal*

SUBJECT: 1999 Presidential Award for Excellence in Science and Mathematics Teaching

- I. ACTION-FORCING EVENT: The annual award of the Presidential Award for Excellence in Science and Mathematics Teaching.
- II. BACKGROUND: This award represents the highest honor of its kind that any mathematics or science teacher can receive in the United States. It applauds the efforts these teachers have made to improve the skills of our Nation's young people. The award includes a certificate and a \$7,500 grant given to the recipient's school, to be spent under the awardee's direction over a three-year period.

This award was established by the Education for Economic Security Act (P.L. 98-377), and amended by the National Science Foundation Authorization Act of 1988 (P.L. 100-570). The awards are given annually to 108 elementary and 108 secondary teachers, (four from each state, the District of Columbia, Puerto Rico, U.S. Territories, and Department of Defense Dependent Schools). Although 216 total awards may be given, the NSF reserves the right to only present awards to those that qualify, therefore, some years there will be less than 216 awardees. The elementary school teachers have been recognized since 1990 as a result of the 1988 amendment to the law.

Prior to your review, the attached list of names has undergone an extensive selection process administered by the National Science Foundation (NSF). Nominations may come from any sources and are sent to the state supervisors of science and mathematics. Six mathematics (three elementary, three secondary) and six science teachers (three elementary, three secondary) from each of the 50 states, the District of Columbia, Puerto Rico, U.S. Territories, and the Department of Defense Dependent Schools are selected by committees of their peers in each state for local recognition. The names are then forwarded for consideration by a National Selection Committee. The Committee selects the four awardees from each state and transmits their recommendations to the NSF and then to the Assistant to the President for Science and Technology for approval and forwarding to the President for the final selection.

Award recipients are chosen on the basis of the excellence of their teaching performance and consideration of their background and experience including their formal education, continuing education activities, teaching experience, as well as professional and non-professional activities related to their role as a teacher. As part of their selection materials, elementary and secondary teachers are asked a question which solicits their philosophy, goals, and strategies of teaching. They are also asked to describe some part of their work which reflects that approach. In addition, teachers must provide evidence of their teaching through their students' work. Three letters of support from colleagues, students, former students, parents or supervisors are requested from each applicant.

Security checks (FBI names checks) on all the nominees have been completed.

III. RECOMMENDATION: I recommend approval of the attached 200 nominees for the 1999 Presidential Award for Excellence in Science and Mathematics Teaching.

_____ Approve _____ Approve as Amended _____ Reject _____ No Action

Attachment.

NOMINEES

for the 1999 Presidential Award for Excellence in Science and Mathematics Teaching

AK	Mr.	Gretchen	Estes	Murphy
	Mr.	Douglas	Mark	Heetderks
	Mr.	Lura	Lee Ziegler	Hegg
AL	Ms.	Gail	Ford	Garner
	Ms.	Martha	I.	Mackay
	Ms.	Nancy	Moody	Chilton
	Ms.	Lynne	M.	McElhaney
AR	Ms.	Sarah	N.	Hogg
	Ms.	Mary	Susan	Jeffries
	Ms.	Lynne	Smith	Roberts
	Mr.	Gary	Alan	Earleywine
AZ	Ms.	Wendy	Kay	Diskin
	Mr.	Jim	Thomas	Manley
	Ms.	Debra	Jo (Wooten)	Schmidt
	Mr.	David	Alan	Harbster
CA	Ms.	Cynthia	Duskin	Hausheer
	Ms.	Cindra	Harrold	Vargas
	Ms.	Diana	Lynn	Herrington
	Mr.	John		Zavalney
CO	Ms.	Carmen	Jean	McDermott
	Ms.	DeLene	Marie	Hoffner
	Ms.	Catherine	Anne	Martin
	Ms.	Mary	Ann	Korte
CT	Ms.	Arlene	Starino	Cassello
	Mr.	John	G.	Ciochine
	Ms.	Antonella	Maria	Bona-Gallo
DC	Ms.	Joan	Nesmith	Turner
	Ms.	Nadyne	Adayre	Gilbert
	Ms.	Elaine	Christina	Smith
DE	Mr.	John	Powell	Matthias
	Ms.	Karon	Owen	Massado
	Ms.	Lorianne		Paolillo
	Ms.	Jilliann	Cusick	Hounsell
DODDS	Ms.	Judith	Ann	Kraus
	Ms.	Judith	Elizabeth	Byrd
	Ms.	Teresa	Faye	Martin
FL	Mr.	James	C.	Dean
	Ms.	Jill	Rice	Scott

	Ms.	Dana		Yancoskie
	Ms.	Linda	Gamber	Ewing
GA	Ms.	Vallye	Jean	Blanton
	Ms.	Amanda	Brinkley	Buice
	Ms.	Carole	Goddard	Haley
	Ms.	Amy	Monroe	Denty
HI	Mr.	Charles	Blair	Glennon
	Mr.	Joseph	R.	Laszlo
IA	Ms.	Diana	Swanson	Schmidt
	Ms.	Karla	Jean	Snodgrass
	Ms.	Jean	Bangs	Krusi
	Ms.	Lyn	Le	Countryman
ID	Ms.	Judy	Gott	Young
	Ms.	Betty	Ann	Collins
	Ms.	Mary	Suzanne	Preussner
	Mr.	Clinton	Angus	Kennedy
IL	Ms.	Denise	N.	Edelson
	Ms.	Jennifer	Ann	May
	Mr.	Robert	Martin	Pacyga
	Ms.	Kathy	J.	Costello
IN	Ms.	Callie	Ann	Marksbary
	Ms.	Sandra	Lee	Brown
	Ms.	Kathy	Ann	Welch-Martin
	Ms.	Claire	Anne	Baker
KS	Ms.	Janice	Carol	Reutter
	Ms.	Georgia	Ann	Smith
	Mr.	Patrick	Lane	Sullivan
	Ms.	Earl		Legleiter
KY	Ms.	Darlene	R.	Litteral
	Ms.	Lisa	Deon	Willian
	Ms.	Peggy	G.	Welch
LA	Ms.	Maryanne	Weissinger	Smith
	Ms.	Susan	Maraman	Tittlebaum
	Ms.	Beth	Bolin	Miller
	Ms.	Tammye	Jordan	Turpin
MA	Ms.	Carol	Ann	Shestok
	Ms.	Erica	Dakin	Voolich
	Mr.	Thomas	Joseph	Vaughn
MD	Ms.	Cyrilla	Hergenhan	Bolster
	Ms.	Helene	Schiff	Granof

	Ms.	Susan	Marie	Howe
	Mr.	Gary	Warren	Miller
ME	Ms.	Martha	Louise	Wolfe
	Ms.	Joni	B.	Cooke
	Mr.	Michael	Dale	Warren
MI	Ms.	Susanne	I.	Beute
	Ms.	Ruth	Eileen	Cummins
	Ms.	Kyle	Howard	Hughes
	Ms.	Linda	A.	Wood
MN	Ms.	Bernadette	Mary	Green
	Mr.	James	Leroy	Olson
	Ms.	Ellen	Margaret	Delaney
	Mr.	Bradley	Byron	Blue
MO	Ms.	Martha	Ammann	Short
	Ms.	Judith	Ann	Gau
	Ms.	Ann	Marie	Perry
	Ms.	Nancy	Ann	Fischer
MS	Ms.	Carol	Akers	Burton
	Ms.	Peggy	Jane	Carlisle
	Ms.	Miriam	Burt	Clark
	Ms.	Geraldine	Todd	Jones
MT	Ms.	Valerie	Josephine	Samson
	Mr.	Rolland	Wayne	Karlin
	Mr.	Cliff		Bara
	Ms.	Wendy	Elson	Pierce
NC	Ms.	Valerie	Hicks	Kearson
	Ms.	Kathryn	Byerly	White
	Ms.	Cynthia	Hanner	Davis
	Ms.	Kenneth	Austin	Cutler
ND	Ms.	Lawrence	Daniel	Walker
	Ms.	Julie	Lynn	Gronos
	Ms.	Michelle	Ann	Bliven
	Mr.	Gary	R.	Brekke
NE	Ms.	Karen	Taft	Hastings
	Ms.	Mary	Frances	Nielsen
	Mr.	Robert	D.	Curtright
NH	Ms.	Kathryn	Ann	Treamer
	Ms.	Evalyn	Hart	Maghakian
	Ms.	Jeanine	Cucuel	King
	Mr.	Robert	H.	Brown

NJ	Ms.	Angela	Nicole	Deeney
	Ms.	Linda	Lee	Smith
	Ms.	Betty		Garrity
NM	Ms.	Beverly	J.	Nelson
	Ms.	Sandra	Yvonne	Tutor
	Ms.	Catherine	Marcia	Moya
NV	Mr.	Alan	D.	Tennison
	Ms.	Gail	M.	Bushey
	Ms.	Kathy		King
NY	Mr.	Steve	Duane	Johnson
	Ms.	Laura		Klein
	Ms.	Donna		Kellum
OH	Ms.	Susan		Kornstein
	Mr.	James	William	Kuhl
	Ms.	Laura	N.	Little
	Ms.	Deborah	Louise	Wickerham
	Ms.	Mary	Jo	Doebbling
	Ms.	Bernadette	Marie	Clemens-
OK				Walatka
	Ms.	Anne	Luttrell	Garrett
	Ms.	Robye	Kay	Pursifull
OR	Ms.	Joyce	Lorene	Shrock
	Ms.	Karen	Louise	Evans
	Ms.	Terry	Nardo	Kaye
PA	Mr.	Eric	Walter	Olson
	Ms.	Sheryl	Lynn	Beverly
	Ms.	Lynda	Wallace	Jones
PR	Ms.	Sharon	Baer	Warner
	Ms.	Judith	Achor	Miller
	Mr.	Edward	William	Harkins
RI	Mr.	Cary	Richard	Boyer
	Ms.	Janett		Ferrer
	Ms.	Maria	E.	Santiago
SC	Ms.	Marta	M.	Molina
	Ms.	Mariann	C.	Hayward
	Ms.	Marilyn	Irene	Remick
	Ms.	Katherine	Mary	Boutin
	Ms.	Christine	Cora	Johnson
	Mr.	Dale	Morris	Smith
	Ms.	Barbara	Ann	Ward

	Ms.	Sherri	Garrett	Kennedy
	Ms.	Betty	Watkins	Woodham
SD	Ms.	Mary Jo	Lee	Christensen
	Ms.	Barbara	Ann	Dohrer
	Ms.	Ellen	McQuillen	Cooch
	Ms.	J.	Kelly	Lane
TN	Ms.	Karen		Reed-Wright
	Ms.	Tina	Marie	King
	Ms.	Emily	Camp	Gaude
	Ms.	Colleen	Goss	Wallace
TX	Ms.	Kathryn	Miller	Tipton
	Ms.	Cathy	Leggett	Barthelemy
	Ms.	Linda	Lee	Gann
	Ms.	Jane		Borland
UST	Ms.	Clara	Irenia	St. Rose
	Ms.	Meryl		Yamazaki
UT	Ms.	Shirley	Matsumori	Mills
	Ms.	Sally	R.	Ogilvie
	Ms.	Adella	Serrin	Croft
	Mr.	Glen	Duane	Westbroek
VA	Ms.	Jane	Hamner	Williams
	Ms.	Wendy	Severin	Goldfein
	Ms.	Ann	Elizabeth	Zingraff-Newton
	Ms.	Jennifer	Sue	Flannagan
VT	Ms.	Linda	Lee	Parker
	Ms.	Robin	Bickford	Gannon
	Ms.	Leslie	Kathleen	Ercole
WA	Ms.	Timothy	Jay	Granger
	Ms.	Paula	Karen	Fraser
	Ms.	Tamma	Lynn	Matsumoto
	Ms.	Laurelynn		Brooks
WI	Ms.	Diana	Lynn	Kasbaum
	Ms.	Susan	Marie	Inkman
	Ms.	Suzanne	M.	Folberg
	Ms.	Jessie	Aleta	Good
WV	Ms.	Diana	Kay	Wells
	Ms.	Linda	May	Fonner
	Ms.	Susan	Eileen	Hvizdos
	Ms.	Sonya	Ferrell	Picklesimer

WY

Ms.

Tammy

Beth

Needham

Mr.

Gail

John

Moravek

Ms.

Anna

Denardi

Ms.

Mary

Ellen

Krisko

THE PRESIDENT HAS SEEN
4-19-00

Good
Will good
Need to make sure
VPs staff are all info
on Ed record
Bo

THE WHITE HOUSE

Office of the Press Secretary
(Atlanta, Georgia)

For Immediate Release

April 14, 2000

REMARKS BY THE PRESIDENT
TO EDUCATION WRITERS ASSOCIATION

Sheraton Colony Square Hotel
Atlanta, Georgia

copied
Reed/EL
Burson
Podesta

11:35 A.M. EDT

THE PRESIDENT: Thank you very much, Kit. Ladies and gentlemen, I'm delighted to be here with all of you, along with Secretary Riley and Bruce Reed, my Domestic Policy Advisor.

It has been over 20 years now since Dick Riley and I, as young governors, first began to grapple with the need to reform education. It's been 17 years since A Nation At Risk report sounded the alarm about the state of education nationwide; over 10 years since the Education Summit in Charlottesville, which put us on a path to national action; and as Kit said, it was 10 years ago this month that I got up at 4:30 a.m. in the morning to fly to Chicago to speak to this group. I hope you'll forgive me if I don't remember exactly what I said in the fog of that early morning. (Laughter.)

Doubtless, some of the veteran reporters here have been around long enough to have seen this whole fascinating drama unfold. Today I'd like to talk about the progress our public schools have made, and the hard work still ahead. First I want to note something astonishing that I think everyone in this room should be proud of -- 17 years after the Nation At Risk report, over 10 years after Charlottesville, there is still a passionate sense of national urgency about school reform, about lifting standards, improving accountability, increasing learning.

I can think of no other issue that has sustained to such an intense level of commitment from the public, elected officials, business leaders,

and the press. If anything, the determination of the American people to improve our schools is greater than ever. That's a tribute to the love of our people for their children, to their understanding of the importance of education in the global information economy, to the realization that we have the largest and most diverse student body in our history, and to the enduring American belief that all our children can and must learn.

It is also a tribute to the commitment and the enterprise of education writers in cities and towns all across this country who have kept the story of education reform in the news year after year.

This intense national commitment has produced real progress. Today I am pleased to announce a new report by the Department of Education which documents the progress of the last seven years, some of which Kit mentioned. The report makes clear that math and reading scores are rising across the country, with some of the greatest gains in some of the most disadvantaged communities. For instance, reading scores of 9-year-olds in the highest poverty schools rose almost an entire grade level on the national assessment of education progress between 1992 and 1996, reversing a downward trend.

The report also shows that 67 percent of high school graduates now go on to college, up 10 percent since 1993. This is a copy of it and it will be available soon, and I hope all of you will read it and then distill it for the people who read you.

Clearly, we're making progress. Our young people are getting the message they need a college education to have the future of their dreams. We've tried to make those dreams more affordable, with the largest expansion of college opportunity since the G.I. Bill, including the creation of the HOPE Scholarship tax credit, which over 5 million families have already claimed since 1998; education IRAs; more affordable student loans, which have saved students \$8 billion -- about a third of our student loan recipients are in the direct loan program now -- they've saved students \$8 billion, and the taxpayers \$5 billion more. They have helped us to take the default level from over 22 percent to under 9 percent, and to triple annual loan repayment rates.

We also have more Pell Grants; we're up to a million work-study slots; we've got over 150,000 young Americans earn scholarships by serving in AmeriCorps, many of them in our public schools. And the Gear-Up program is now pairing college mentors with a quarter of a million middle school students who are at risk, to prepare them for college and convince them the money will be there when they're ready to go.

College entrance exam scores are rising, even though more students

from disadvantaged backgrounds are taking the test. And before the Congress this year is my proposal to provide a tax deduction for college tuition of up to \$10,000. If we can do that, along with another increase in the Pell Grants and the other proposals I've mentioned, I think when we leave, Dick and I, we'll be able to say that we have truly opened the doors of four years of college education to all Americans.

We also see progress in the fact that about two-thirds of all of our classrooms are connected to the Internet, with the help of the e-rate program, which the Vice President pioneered. That's up from only 3 percent in 1993. Ninety-five percent of our schools have at least one Internet connection, including 90 percent of our poorest schools. And I think we'll be right at 100 percent by the end of the year for not only the schools, but for almost all the classrooms, except -- and this is a big except -- in those schools that are literally too dilapidated to be wired for the Internet.

We see progress in falling class sizes in the early grades, and we're trying to help that with our program to hire 100,000 new highly-trained teachers, 30,000 of whom have been funded, and we're trying to go to 50,000 in this year's budget. We see progress in the very large increase we've had for pre-school -- and I've proposed the largest in history for this year -- and in the fact that 1,400 of our colleges and universities are providing volunteers for the America Reads program to help make sure all our 3rd graders can read independently by the time they finish that year.

And we see progress in the growing public consensus about what must be done to reach our ultimate goal, providing a world-class education for every child in America. I think this consensus can be summed up in a simple phrase that has been our mission for the last seven years: invest more in our schools, demand more from our schools.

When I became President in 1992, the education debate in Washington, I felt, was fairly stale and predictable, and unfortunately, divided into what I thought were partisan camps with false choices. On the one side were those, most of them in my party, who believed that money could solve all the problems in our schools, and who feared that setting high standards and holding schools and teachers and students accountable to them would only hold back poor children, especially poor minority children.

On the other side, there were those, mostly in the other party, who fundamentally did not think the public schools were fixable, and therefore, didn't want to spend much money trying. Also they felt education was a state responsibility, and therefore, should not have a comprehensive national response. Some of them, you'll remember, even tried to get rid of the Department of Education.

Vice President Gore and I believed both those positions were wrong. There was plenty of evidence, even then, that high levels of learning were possible in even the most difficult social and economic circumstances. The challenge was to make the school transformation going on in some schools available and active and real in all schools. And we sought to do it by investing more in our schools and demanding more from our schools.

This did not require, as some have charged even recently, micromanagement of our schools by the Department of Education. Indeed, under Secretary Riley's remarkable, steady leadership, federal regulations on schools K through 12 have been reduced by two-thirds. In addition, we made ed-flex available to all 50 states, which makes it possible for them to reduce even further federal regulations on the details of how federal dollars are spent.

In 1993, we passed a new economic plan that cut hundreds of programs in order to reduce the deficit and improve the economy. But even in that harsh budget year, we boosted education spending. Over the last seven years, we've nearly doubled investment in education and training, even as we've turned record deficits into record surpluses.

In 1994, we overhauled the Elementary and Secondary Education Act, requiring states to set academic standards for what their students should know. We passed the Goals 2000 legislation, which provided states with more resources to create and implement strategies to achieve standards. Since then, we've gone from only a handful of states having standards to nearly every state with them.

Forty-eight states also have assessments in place to measure student progress in meeting those standards -- although, as Kit noted, I have been unsuccessful so far in convincing the Congress that we ought to have national standards and a voluntary national test to measure them. But because we insisted in 1994 that Title I funds be better targeted, 95 percent of high-poverty schools get them today, up from 79 percent seven years ago. And I think it's very important that this progress not be undone as Congress looks at Title I again this year.

In 1994, we began encouraging more competition and more choice for parents within the public school system, including magnet schools, schools within schools, work-site schools, and the creation of public charter schools. We also invested the resources necessary to get the charter school movement off the ground. When I became President, there was just one charter school in all of America, in Minnesota. Today, thanks in part to our investments, there are over 1,700. Vice President Gore has called for tripling that number.

I think the spread of the charter school movement is one of the great under-reported stories in education, one that makes the whole debate over vouchers into something of a sideshow. Charter schools provide choice, and competition, that proponents of vouchers say they want. And unlike private schools, charter schools are accountable to the public for results. They all haven't succeeded, although most of them have done quite well. But then, they can be shut down if they don't. I think we should be working to make all public schools more accountable, not diverting much-needed energy and money away from them.

The strategy of greater accountability and greater investment continues to guide everything we're fighting for in education. I have sent Congress an Education Accountability Act, to fundamentally change the way the federal government invests in our schools -- to support more of what we know works, and to stop supporting what we know does not work.

We want quality teachers in all classrooms; report cards to parents on school performance, for all parents and all schools; no social promotion, but help for students, not blaming them when the system fails them; a plan to identify failing schools and improve them, or shut them down; a systematic effort to make our schools safe, disciplined and drug-free.

I've also asked Congress to make a range of other investments that to make accountability work. Yes, we must end social promotion. But I say again, we need more investments in after-school and summer school programs. It is wrong to blame the students for the failure of the system.

We had the first federal support for after-school programs in 1997, at a million dollars a year; \$40 million in '98; \$200 million in '99; \$453 million in 2000; and we're asking for a billion dollars in 2001. If we get it, we will soon be able to provide after-school programs to every student in a poor-performing school in the United States.

We must also invest in modernizing our schools, to get our kids out of overcrowded classrooms. Our classrooms where the walls are too old to be wired for the Internet, or where it's so stifling hot in the summer that students in summer school can't learn. There are many cities in this country where the average school building is 65 years of age or more. There are schools in New York City that are still being heated by coal-fired furnaces. There are literally school buildings all across the country that cannot be hooked up to the Internet -- they simply can't be wired. And we all know the stories of how many of our kids are in trailers. The largest number of trailers I have seen behind the smallest school was 12, outside an elementary school in Jupiter, Florida, a couple of years ago. So I think that is very important.

We have also worked on this for a long time. For four years I have tried to get the Congress to approve my tax credit to help to build or modernize 6,000 schools. I have made the proposal again this year, along with an appropriation that would allow us to do renovations on another 5,000 schools a year for the next five years, in districts that are so poor it is simply unrealistic to expect that they could float a bond issue and raise the money, even with a tax credit.

Six years ago, we passed legislation calling on states and school districts to identify and improve low-performing schools. States have now identified some 7,000 low-performing schools, and they're working to improve them. The education budget that I have presented last year, that we passed -- excuse me, we passed last year -- required states that failed to turn around their low-performing schools to let their students transfer out of those schools to other public schools.

I've asked Congress now to double our investment in the educational accountability fund, so that we'll have adequate funding to help more schools turn around or be shut down. School districts can use this money to make the sweeping systematic changes that have proven so effective in turning around low-performing schools -- from Dade County to Kentucky to Chicago.

Last year, for example, I gave a blue ribbon schools award to Buford County Elementary in Buford, South Carolina. Classified as one of the state's worst-performing schools five years ago, Buford embraced accountability and higher academic standards, and started after-school and summer school programs for students who are lagging behind.

Today, their math and test scores exceed the state average, and local parents are pulling their children out of private school and putting them in the city's public schools. If, for whatever reason, a school doesn't turn around, our educational accountability fund can be used to allow parents to transfer their students out of these schools into better-performing ones, including charter schools.

The standards movement is making a difference. I believe when we passed Goals 2000 and provided funds to help states develop standards and strategies for meeting them, we made a contribution. Now, the real key is -- and I think it's embodied in the topic of your conference -- is if we have standards in all the states, how do we get them in the classrooms? And how do we make sure they're making a difference in the lives of the students? That, to me, is the real key.

And you have to begin, I think, with improving the capacity of

principals and teachers to do their jobs. We have \$40 million in our budget to help states improve school management and school leadership, instructional leadership, by principals. I have proposed a new teacher quality initiative -- to recruit more talented people into the classrooms, to reward good teachers for staying there, to give all teachers the training they need. This will build on the strong support we have given for incentives for people to go into inner-city and other underserved areas.

We've given to the National Board for Professional Teacher Certification. There were no board-certified master teachers when I took office; there are now 5,000. We've done everything we could to support that program. There are 10,000 teachers who are in the application process at this time. Our goal is to provide funding enough to get up to 100,000 teachers that are board-certified master teachers, with the idea that there ought to be one in every school building in America. When that happens, I think it will significantly change the culture of education in our country, because of the rigorous certification process and the work that is done to make sure that the teachers are actually effective at teaching our children.

We're also trying to help deal with some of our teacher shortages. Secretary Riley has established a commission on math and science teaching, and Senator John Glenn has taken that on as his next mission. In October, they will give us a report, which I hope will spur further action in that area. The Secretary has also called for the creation of more dual schools, that provide English plus education in at least one other foreign language, which could, I think, help to moot the whole English-only debate, show that we're interested in teaching all of our kids English; and teaching them in English, but recognize the vast diversity we have in the country, and the need we have to have more teachers who are bilingual and who can teach in an effective manner the students who come to our schools whose first language is not English.

I would also like to mention that in our proposal to create 100,000 new teachers for smaller class sizes, the teachers are required -- every new teacher under that proposal is required to be fully qualified. And I think that this whole movement to improve teacher quality is really catching on. I know that you know that today the American Federation of Teachers is proposing a national standards and a national test for all new teachers. And I applaud them for it. I've been fighting for testing for higher standards, for better pay for teachers for almost 20 years now. In 1993, Hillary and I passed a law that made Arkansas the first state in the country to test teachers. That was a really popular at the time. (Laughter.) It was an interesting experience.

But because our teachers performed, I might add, better than anyone anticipated, it happened that the children began to perform better, as well. Today, I think Al Shanker would be very proud of the AFT; his successor, Sandy Feldman, and all of them -- and I think all of you should be proud of them. We need to demand more of our teachers, but we need to reward them better. We're going to have a couple million teachers retiring in the next few years.

We already have the largest student population and the most diverse one in our history. We're going to have to work very, very hard to get more qualified teachers in the classroom. There are already too many teachers teaching classes for which they're not fully qualified and this problem is going to be dramatically exacerbated by the size of the student population, combined with the retirement plans and just the ticking of the time clock for many of our teachers. So we will have to focus more and more and more attention on this.

And in that connection, let me say I have repeatedly challenged states, I'd like to do it again today, to spend more of their budget surpluses on raising teacher pay. Most of our states are in terrific shape today, but they, too, every one of these states is facing the prospect of too many teacher retirements. With very low unemployment, they're having the same problem recruiting teachers that we're now having in some of our military positions, recruiting into training. But they don't have any of the sort of supplemental benefits that you get if you're in the military.

Everybody says this is the most important thing in the world; most of the money still comes at the state level. When the budget surpluses are there, when the money is there, now is the best time most states have had in a generation to make a dramatic increase in teacher pay and I hope they will do so.

Now, let me just make a couple of points about where we are and where we're going. The fundamental lesson of the last seven years, it seems to me, is that an education investment without accountability can be a real waste of money. But accountability without investment can be a real waste of effort. Neither will work without the other. If we want our students to learn more, we should do both.

The strategy is working. But, again, I say, with the largest, most diverse student body in history and the educational premium rising every year in the global information society, we must do more. I've been very pleased at the proposals that Vice President Gore has made and the education plans he's put forth. I'm also pleased that after some struggle we have had bipartisan majorities for the education budgets of the past few years. Unfortunately, it's still a fight every year. Yesterday, the House

Education Committee passed a so-called reform bill that eliminates after-school programs, abandons our class size efforts, which are totally bipartisan, and fails to modernize a single school in yet another year. This comes on top of the Senate's Education bill, which rolls back reform even more.

I believe that the majority of people in the other party in Congress are still resisting the investments our schools need. In the name of accountability, they are still pushing vouchers and block grants that I believe would undermine accountability. And both bills greatly under-fund education.

There's an even bigger problem with many of the plans being discussed in this election season, many of them apparently appealing. But the problem is, even the apparently appealing plans advanced by Republicans are in trouble because of the combined impact of their proposed tax cut and defense spending increases. You know, one of the things -- somebody asked me the other day, well, Mr. President, what was your major contribution in your economic reform package for this longest expansion in American history? And you know what my answer was? The return of arithmetic. We brought arithmetic back to the budget. We replaced supply-side economics with arithmetic. (Laughter.) And lo and behold, it worked.

And so when anybody says anything -- they're for this, that, or the other thing -- you have to say, well, how does all this add up? Here's the surplus; it's going to be reduced by X amount, depending on what your tax cut is. Then it's going to be reduced by Y amount, depending on what you require for defense. Now, what are your plans for the retirement of the baby boomers? How will you deal with the fact that Social Security today is slated to run out in 2037, before the end of the baby boomers' life expectancy? What about Medicare? What are you going to do with education? Arithmetic is a very important element in politics and public life. And it is often ignored -- you're laughing, but I'm telling the truth and you know it. (Laughter.)

And so here's the problem with some of these education proposals. If you take over \$1 trillion out over 10 years for a tax cut, and you increase defense even more than I have -- and I've been a pro-defense Democrat; we've increased defense spending every year I've been President -- there simply will not be the money left to fund a lot of these education and other proposals. I think it's wrong to spend about \$100 of the surplus on tax cuts for every \$1 you spend on education. I just don't think that is consistent with our national priorities.

A study came out last week showing that the percentage of income the average American family is paying on income taxes is the lowest it's been

since 1966. And it is true that the income tax for lower-income working Americans is now largely negative, because of the impact of the earned income tax credit. It is true that people in the highest 20 percent are paying higher rates, but because of the way the economy has grown their after tax income in real, constant dollars, even with higher rates, is 24 percent higher than it was 12 years ago.

So I support -- as I think all of you know, I support a tax cut. But mine is considerably more modest. I want the \$10,000 deduction for college tuition. I want a refundable child care tax credit. I want an increase in the earned income tax credit. I want families to have a \$3,000 tax credit for long-term care, to care for an elderly or disabled family member -- it's becoming a huge problem, and as the aging of America progresses, it will be a bigger and bigger problem.

I want to give people with money, upper income people, financial incentives to increase philanthropy and to invest in the poor areas of America -- the new markets of America that have been left behind; and to invest in new technologies that will help us clean the environment and combat global warming.

But I have applied arithmetic to my proposal. And I think it is very important that we think about this, because it would be tragic if after we finally begin to really make some nationally, measurable progress in education here -- not just in the inputs, but in the outputs; and we know so much more about how to do it than we did when Nation At Risk was issued; so much more than we did in 1989, when the national education goals were written in that wonderful all-night session in Charlottesville I'll never forget: we know so much more today.

And we're able to invest in what works. But the American people, their wealth and their welfare will be far more greatly enhanced by making uniform excellence in education, proving that people, without regard to their race, their income or their cultural or linguistic backgrounds can learn what they need to know and keep learning for a lifetime. That will do so much more for the American economy, for the strength and coherence and fabric of our national community than a tax cut which cannot be justified and which will either throw us back to the bad old days of deficits or require big cuts in domestic programs, including education, or both.

So one of the things that I hope education writers will talk about is old-fashioned arithmetic.

Now, finally, let me just say, I think when all is said and done, there are only about three things worth focusing on. Do you believe that

all children can learn or not? Do you believe that it's more important than ever before, for the quality of an individual's life, for the shape of a family's future, for the strength of the nation? And do you believe we know how to do that now -- with more investment and more accountability for higher standards?

If the answer to all three of those questions is, yes, then I will consider that work that the Secretary and I have done -- even though we haven't won every battle, will have been more than worth the effort.

Thank you very much. (Applause.)

Q Okay, we do have some questions from the audience. This one's from Richard Culvin (phonetic) from the Los Angeles Times. He asks: Given your long-standing commitment to academic standards and accountability, what can you do as President to head off the growing backlash against testing and standards?

THE PRESIDENT: Well, one of the things -- Dick and I were talking about this on the way in today -- one of the things that we thought would happen, if we could actually get some accepted national standards and then a voluntary national test that would measure against that, is that would provide an organizing principle, if you will, which we thought might allow some of these other tests to be dropped. I think it is absolutely true that in some districts, there may be too many tests. And what are they measuring, and what do they mean?

I also think that on all this testing business, every few years you have to have kind of a mid-course review. You have to see where you are and where you're going. And I think I've earned the right to say that, since you know I believe in them. I mean, I've got a pretty long record here on this subject.

But I think we shouldn't obscure the major point, which is, it is very difficult to make progress that you can't measure. There must be some way of measuring our movement. On the other hand, you don't want our children and our teachers to spend 100 percent of the time teaching to a test that does not encompass all the things our students need to know and our schools need to provide. You don't want the test to be so easy that the whole thing is a mockery and looks like a bureaucratic fraud. You don't want it to be so hard that it crowds out all the other endeavors that a school ought to be doing.

But all of that, it seems to me, argues for looking at the number and the type of tests, what you want to measure, and whether your goals are sharply focused. It's not an argument against testing and accountability.

learn in radically different ways. And Chicago may have enough people to identify a class of folks that we ought to make a special, national effort to see if there are some other strategies that would help them.

I don't know the answer to that, but I'd be willing to try, if they want to do it, if they want some help from us.

Q What is your position on gay youth groups in high schools?

THE PRESIDENT: I think it ought to be decided by the school districts. I don't think the states ought to prohibit them. I think the school districts ought to make a decision based on what the facts are in every district.

Look, I think the real issue here is a lot of parents, even parents that are fairly open-minded on such matters, are worried that if you have these groups when children are still impressionable, that somehow they'll be sanctioning or encouraging people to adopt a lifestyle that they may have a choice not to adopt.

On the other hand, there's a lot of evidence that sexual stigma for gay kids is one of the reasons that they have high suicide rates and other associated social problems. And I think that the facts will tend to be different from place to place, and that's why I think it would be better if the people who were on the ground who care about the kids and who aren't homophobic -- that is aren't interested in bashing them, but they understand there's got to be at some point below which you would not go, probably an age -- were able to make these judgments based on the facts. That's my thinking about it.

Q Those are the three questions.

THE PRESIDENT: Go ahead.

Q That's all we have.

THE PRESIDENT: Oh, that's all? (Laughter.) This is the first press group I have ever been with that said, I'm sorry, we're out of questions. Where were you when I needed you the last several years? (Laughter.)

Okay, go ahead.

Q This is from Sally Vornhagen (phonetic), also from the Savannah Morning News: Studies have shown that charter schools are not meeting their original goals -- increased parental involvement and control, school choice, higher test scores, et cetera. In fact, local systems complain

I see no possible way to continue to reform all our schools without some sort of testing and accountability.

Look, if none of us had ever come along, ever -- including me. You know, it's hard to admit this, especially when you can't run again -- but if none of us had ever come along, a lot of the good things that have happened in education would have happened. I've been saying for 15 years, every problem in American education has been solved by somebody somewhere.

How many times have you gone to a school and then you've written this gripping story about, oh, my goodness, look at this school in this high-crime neighborhood with all these poor kids, and all this terrible disadvantage, and the kids have -- they live in these little apartments, and they have to go into the bathroom to study at night in the bathtub and read all their books -- I mean, how many of those stories have you written? Every one of you have written those stories, right? And look what the kids are doing.

What is the problem in American education? It is not that nobody does this; it is that we still have not figured out how to make achievement universal.

Every one of you has written this story about somebody succeeding against all the odds -- about a great teacher, a great principal, a great school. What is the problem? We have not devised a method to make learning occur at a universally high level.

And that's what the voucher people argue. They argue that is because public schools have a monopoly on revenues and customers. So we sought to break the monopoly without losing the accountability by promoting school choice, charter schools and other alternatives. But you still have to have standards and measurement.

And let me just say this -- I realize I'm talking this question to death, but this is pretty important because it really gets to everything else. If I were to suggest to you that standards and measurement are quite distressing and troubling, and so -- and I'm worried about the anxiety they cause, so I think we'll ease up on them in the military -- there would be a riot in the country, right? Thank you very much, send them back to the training. And so I do think it's time to review all this; I think there are too many of these tests and some are too easy, some are too hard, some are too off-beat; some may crowd out other educational missions. But that's why we tried -- Dick and I did -- to have a set of generally accepted national standards with a voluntary national test to measure them, and to have it done by a non-political group and sort of modeling on what the NEAP people do, which I think is quite good, by the way.

And so, anyway, that's my answer. Just because there may be too much or wrong, doesn't mean you don't have to measure. You do have to measure. Might as well not have standards if you're not going to measure whether you're meeting them.

Q This is a question from Dan Weissman of Catalyst Magazine in Chicago: Given that two rounds of research have now shown that kids who have been retained in Chicago have gotten no educational benefit, and given that retention sharply increases the kids' chances of dropping out, do you still believe Chicago's approach to retention and promotion should be a model for the nation?

THE PRESIDENT: Read the first part of the question again. I didn't understand.

Q Given that two rounds of research have now shown that kids who have been retained in Chicago have gotten no educational benefit, and given that retention sharply increases the kids' chances of dropping out, do you still think Chicago's approach to retention and promotion should be a model for the country?

THE PRESIDENT: Well, in order to answer that question, I would have to know the answer to something I think is equally important, which is, what happened to the kids that weren't retained because of their performance in summer school? Are they doing better than they were? Are they learning more? Are they more likely to succeed and stay in school?

Keep in mind, in the Chicago system, if you fail, you get retained only if you either don't go to summer school, or you go to summer school and you don't make the grade there. So most of the people -- Chicago's summer school is now the 6th biggest school district in America. It's one reason why the juvenile crime rate is way down there. And it's the 6th biggest school district in America.

So I can't answer that question without knowing whether those kids did better and are more likely to stay in school and learn more because -- it wouldn't be surprising that kids that are retained get discouraged and drop out. But there was a study a few years ago, and I haven't kept up with the literature as much as I should have since I've been President, which showed that one big reason for dropout after the middle school years was that kids weren't learning. If they weren't learning anything and they were being passed along, they got bored and dropped out, too.

So I don't want to disparage the study, but I don't know if it's right

or not. And neither does the person who asked the question until you follow what happened to the kids that weren't retained because they went to summer school and made the grade; and what are the percentage of those who made the grade, as opposed to those who were retained.

Q Studies have been cited in the April -- showed that kids who went to summer school and passed did maintain and did stay. The point of the question is that there were 10,000 students last year who failed -- kids in the last several years who have been retained. The study shows that despite intensive efforts to help those students both before and after school, they haven't been helped by being retained. And that -- research in Chicago shows that those kids are increased risks.

THE PRESIDENT: But let me ask you this. Does it follow that they would have been helped by being promoted, or that it's worth promoting them even if they couldn't be helped, because the social stigma of being retained and dropping out makes them more likely to turn to crime? I mean, I think that's the answer.

I don't believe -- I guess, fundamentally, what I'd like to see done is -- and you may be right, let me go back to that. My answer to your question is, I don't know, so I'll start with that.

But you may be right. But what's hard for me to believe is that we can't help these young people. I mean, one of the things that I thought would happen with the Chicago system, sooner or later -- and may be happening sooner, rather than later, from what you say about the study -- is that we would identify young people who might not measure out to be special ed kids, for example, but who, for some reason, even though they showed up in class and seemed to be trying, just weren't learning, even though the teachers were trying, everybody was trying.

And I think there may be some of those kind of kids in virtually every district, but in a town as big as Chicago, you'd have a larger number. And one of the things that I would like to see is before the principle is abandoned, I would like to see some new and different efforts made to see if different kind of strategies would help those kids to learn.

One of the reasons I like the potential of this whole computer revolution in the schools -- even though I think it can be over-sold and there are a lot of computers being unused because either the software is not good or the teachers haven't been trained or whatever -- but one of the things that I do believe is that there is quite a bit of evidence that people of more or less equal intelligence may learn in dramatically different ways. And that some of the people who seem to be impervious to the best efforts of education, but they would like to learn, may be able to

that charter schools drain funds. As a strong supporter of charter schools, are you still in favor of them?

THE PRESIDENT: Yes, but what I think the studies show is some work and some don't. And the idea is that, unlike -- when we started them, there were two ideas behind charter schools, let me remind you. There was an upside idea and a downside idea. The upside idea was that if teachers and parents and others organized these charter schools, either to deal with a certain kind of kids or to meet a certain mission or whatever, they would be more likely to succeed.

The down-side hope was, if they failed, unlike other schools, the parents and kids could leave immediately and the thing could be shut down -- that is, the school district, in return for letting the charter schools be free of a lot of the rules and red tape that other schools would be under, should have the discipline to shut the thing down if it had had enough years to operate to see that it wasn't succeeding. And I think the evidence is, a lot of them are doing quite well, and the ones who aren't, the thing I'm worried about is that the ones that aren't will become just like other schools that aren't doing so well, and nobody will want to shut them down either.

I mean, the whole purpose of the charter school was to bring the sort of hope -- the concept of empowerment of the parents and the students into the public education system. And it would work on the upside, and if it didn't work on the upside, it would at least work on the downside. And that's where I think we need to focus.

But I think that some of them have done very well, and some of them have not done so well. And what we need is to make sure the downside potential is present as well. But yes, I do still favor them, based on the ones I've been in, and the kinds of things they've been able to do.

And I don't think it's fair to say they drain resources. If you don't spend any more per kid in a charter school than you do per child in another school, and you've got to have those kids somewhere, I don't think it's fair to say that, especially if you're not -- unless you're paying for physical facilities you wouldn't otherwise pay for.

Q I've been told that was our last question. So, thank you. We know you have a busy day, and we appreciate you coming.

THE PRESIDENT: Thank you again for your interest. I've enjoyed this very much. Thank you. (Applause.)

END

12:20 P.M. EDT

Q This is a question from Dan Weissman of Catalyst Magazine in Chicago: Given that two rounds of research have now shown that kids who have been retained in Chicago have gotten no educational benefit, and given that retention sharply increases the kids' chances of dropping out, do you still believe Chicago's approach to retention and promotion should be a model for the nation?

THE PRESIDENT: Read the first part of the question again. I didn't understand.

Q Given that two rounds of research have now shown that kids who have been retained in Chicago have gotten no educational benefit, and given that retention sharply increases the kids' chances of dropping out, do you still think Chicago's approach to retention and promotion should be a model for the country?

THE PRESIDENT: Well, in order to answer that question, I would have to know the answer to something I think is equally important, which is, what happened to the kids that weren't retained because of their performance in summer school? Are they doing better than they were? Are they learning more? Are they more likely to succeed and stay in school?

Keep in mind, in the Chicago system, if you fail, you get retained only if you either don't go to summer school, or you go to summer school and you don't make the grade there. So most of the people -- Chicago's summer school is now the 6th biggest school district in America. It's one reason why the juvenile crime rate is way down there. And it's the 6th biggest school district in America.

So I can't answer that question without knowing whether those kids did better and are more likely to stay in school and learn more because -- it wouldn't be surprising that kids that are retained get discouraged and drop out. But there was a study a few years ago, and I haven't kept up with the literature as much as I should have since I've been President, which showed that one big reason for dropout after the middle school years was that kids weren't learning. If they weren't learning anything and they were being passed along, they got bored and dropped out, too.

So I don't want to disparage the study, but I don't know if it's right or not. And neither does the person who asked the question until you follow what happened to the kids that weren't retained because they went to summer school and made the grade; and what are the percentage of those who made the grade, as opposed to those who were retained.

Q Studies have been cited in the April -- showed that kids who went to summer school and passed did maintain and did stay. The point of the question is that there were 10,000 students last year who failed -- kids in the last several years who have been retained. The study shows that despite intensive efforts to help those students both before and after school, they haven't been helped by being retained. And that -- research in Chicago shows that those kids are increased risks.

THE PRESIDENT: But let me ask you this. Does it follow that they would have been helped by being promoted, or that it's worth promoting them even if they couldn't be helped, because the social stigma of being retained and dropping out makes them more likely to turn to crime? I mean, I think that's the answer.

I don't believe -- I guess, fundamentally, what I'd like to see done is -- and you may be right, let me go back to that. My answer to your question is, I don't know, so I'll start with that.

But you may be right. But what's hard for me to believe is that we can't help these young people. I mean, one of the things that I thought would happen with the Chicago system, sooner or later -- and may be happening sooner, rather than later, from what you say about the study -- is that we would identify young people who might not measure out to be special ed kids, for example, but who, for some reason, even though they showed up in class and seemed to be trying, just weren't learning, even though the teachers were trying, everybody was trying.

And I think there may be some of those kind of kids in virtually every district, but in a town as big as Chicago, you'd have a larger number. And one of the things that I would like to see is before the principle is abandoned, I would like to see some new and different efforts made to see if different kind of strategies would help those kids to learn.

One of the reasons I like the potential of this whole computer revolution in the schools -- even though I think it can be over-sold and there are a lot of computers being unused because either the software is not good or the teachers haven't been trained or whatever -- but one of the things that I do believe is that there is quite a bit of evidence that people of more or less equal intelligence may learn in dramatically different ways. And that some of the people who seem to be impervious to the best efforts of education, but they would like to learn, may be able to learn in radically different ways. And Chicago may have enough people to identify a class of folks that we ought to make a special, national effort to see if there are some other strategies that would help them.

I don't know the answer to that, but I'd be willing to try, if they want to do it, if they want some help from us.

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INFORMATION

MEMORANDUM FOR THE PRESIDENT

FROM: SAMUEL BERGER AND JACOB LEW
SUBJECT: Memorandum from SECDEF on Junior ROTC and DoD Schools

During the CINCs Conference you asked Bill Cohen and the CINCs to look into whether increased Junior ROTC (JROTC), which many local and state officials desire, could also help solve the recruiting challenge today. You also noted the DoD school system successes and that they may hold some important lessons for our national effort. Bill has provided two information papers that contain amplifying information on both issues raised in the conference.

Key points in the JROTC information paper include:

- The proportion of JROTC graduates who enter the military following completion of high school is roughly five times greater than the proportion of non-JROTC students.
- For FY96-98, JROTC participation has led to approximately 8,000 new recruits per year.
- DoD surveys indicate that 35 percent of high school graduates with more than 2 years in JROTC end up with active, reserve, or guard affiliation within both officer and enlisted ranks.
- DOD is in the process of expanding the JROTC program from its current 2,591 units to the authorized maximum of 3,500 by FY05.

Additional information regarding JROTC not in the Cohen memo:

- Begun in 1954, JROTC is popular throughout the nation with a long waiting list of schools and instructors wishing to join the program.
- After the Los Angeles Riots, General Colin Powell proposed a significant expansion of the program, particularly in inner-cities, to provide alternatives to drug use and gang membership.

Eric wanted you to
have this in case you
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CLINTON LIBRARY PHOTOCOPY

cc: Vice President
Chief of Staff

- Services normally pay about 65 percent of the cost to establish and run a unit but the services pay all costs for disadvantaged schools for the first three years.
- In FY99 the 2,591 units cost \$177 million and in FY01 program cost will be \$209 million.

Highlights from the DoD education information paper:

- DOD school students are consistently among those receiving the highest rankings on national level academic achievement tests. Achievement of minority students is particularly noteworthy.
- Contributing factors may include: better education level among teachers; rigorous curriculum standards with teacher development programs linked to the curriculum; accountability measures; and an unparalleled level of community and parental support.

We will look into scheduling a visit to a DOD school as you mentioned in the conference.

Attachment

Tab A Incoming Correspondence



THE SECRETARY OF DEFENSE
1000 DEFENSE PENTAGON
WASHINGTON, DC 20301-1000

1127
PLEASE STAFF

FEB 17 2000

MEMORANDUM FOR THE PRESIDENT

SUBJECT: Junior Reserve Officer Training Corps and Department of Defense Education Activity Schools

During our session with the CINCs, we covered a number of important topics. You asked for additional information on two of those topics, the Junior ROTC program and the Department of Defense Education Activity (DoDEA) schools. Attached are information papers that provide background on each of these topics.

We are expanding our Junior ROTC program to fund the 3,500 units Congress has authorized. The program has been an enormous success because it instills citizenship values, encourages service to country and gives students a sense of accomplishment and personal responsibility. Moreover, Junior ROTC has made a strong positive impression on teachers, school administrators and parents.

The DoDEA schools are another great success story. Our students are consistently among those receiving the highest rankings on national tests of academic performance. In addition, DoDEA teachers are better educated than their peers nationwide, with approximately 63% in our domestic schools and 68% in our overseas schools holding advanced degrees. We believe that a focus on excellence in teaching and learning coupled with parental and community involvement have led to the DoDEA schools' success.

The Department is proud of both of these programs. We stand ready to assist you should you need more information or desire to visit any of our JROTC units or DoDEA schools.

2 Attachments
As stated



INFORMATION PAPER

JUNIOR RESERVE OFFICERS TRAINING CORPS (ROTC) PROGRAM

JUNIOR ROTC'S MISSION IS TO INSTILL CITIZENSHIP VALUES: Junior ROTC is DoD's largest youth program with over 400,000 students enrolled in 2,588 secondary schools (2,526 in United States, 62 overseas). The statutory mission statement for Junior ROTC, codified in 1993, is to instill in students the value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.

JUNIOR ROTC INCREASES VISIBILITY IN SCHOOLS AND IN THE COMMUNITY: Military recruiting faces the challenge that a smaller military results in fewer veterans being visible in communities and schools around the nation. Recent surveys reveal that youth who had been exposed to people with military experience enjoyed a far greater understanding of the nature of military life than those who had no such exposure. Misconceptions about daily life in the military can operate against recruiting. The Junior ROTC program represents an excellent means to address that problem. Moreover, the program builds better citizens which, in turn, strengthens the nation. Further expansion of the program will increase military awareness among youth and those who influence their career decisions.

PARTICIPATION IN JUNIOR ROTC INCREASES INTEREST IN MILITARY SERVICE: Surveys of Junior ROTC cadets indicate that about 35 percent of the graduating high school seniors in School Year 1997-98 with more than two years participation in the Junior ROTC program are interested in some type of military affiliation (active duty enlistment, officer program participation, or service in the Reserve or Guard). Translating this into hard recruiting numbers, in FYs 1996-1999, about 8,000 new recruits per year entered active duty after completing two years of Junior ROTC. The proportion of JROTC graduates who enter the military following completion of high school is roughly five times greater than the proportion of non-JROTC students.

DoD IS EXPANDING THE JUNIOR ROTC PROGRAM: In 1992, 1,481 schools had Junior ROTC units (1,452 in the United States and 29 overseas). The Fiscal Year 1993 Defense Authorization Act expanded the program by increasing the number of units authorized from 1,600 to 3,500 units. Currently, the number of Junior ROTC units totals 2,584.

The number of schools seeking a Junior ROTC unit has continued to grow. Currently, there are 616 schools on Service waiting lists (Army - 232, Navy - 151, Marine Corps - 75, Air Force - 158). The volume of inquiries and letters from Congress and from educators nationwide, who seek further program growth, also is increasing. As part of their POM submissions, the Services programmed additional Junior ROTC units, beginning in FY 2000. The Army included funding for 275 additional Junior ROTC units (its statutory limit) in its most recent POM submission. The Marine Corps planned to add 32 units to reach its limit of 210. The Navy would add 75 units over the FYDP with 50 more units in FY 2000 and 5 additional per year until FY 2005.

The Air Force would clear its existing unit waiting list with funding for an additional 160 units.

Even with these additional units, the services would not reach the maximum 3,500 units authorized. DoD leadership reviewed the matter as part of its Summer 1999 Program Review. The decision was favorable and, in August 1999, the following additional resources (Alternative 2 below) were provided to JROTC.

<i>(\$M)</i>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Alternative 1 (POM)	169.6	181.2	186.5	192.2	193.0	204.5	206.4
Alternative 2 (Expand to Statutory Limit)	-	-	+11.1	+16.7	+22.2	+27.6	+22.2

Secretary's Direction, August 1999 Program Decision Memorandum

INFORMATION PAPER

DoD EDUCATION ACTIVITY SCHOOLS

DoD STUDENTS EXCEL ACADEMICALLY: Students in the Department of Defense Education Activity (DoDEA) schools consistently rank at the top of the scale on national tests of academic performance. This year, when the results of the National Assessment of Educational Progress (NAEP) test were released, the country took notice of this exceptional performance. National publications such as the Wall Street Journal, the Boston Globe, the New York Times, and the Sacramento Bee featured or editorialized about the remarkable performance of students in DoD schools, seeking keys to improving student performance in other school systems. National columnists have asked the question, "What makes DoD students so successful?"

In his December 28, 1999, Boston Globe column, "There Are Things We Can Learn From the Schools On Military Bases," writer William Raspberry discusses his thoughts about the success of military schools. He ends by saying, *"There are other possible explanations for the disproportionate achievement of military schools, and some of them – the presence of fathers who are both self-disciplined and accepting of military discipline, for instance – are quite attractive. Which are the correct explanations? I don't know, but I can tell you this: If I were running a failing school system, I'd surely try to find out."*

COMPETENCE, ACCOUNTABILITY, AND COMMUNITY ARE THE KEYS TO SUCCESS: The groundwork for improvements in DoDEA was laid with a multiyear, data driven Community Strategic Plan (CSP) that identified a common vision and strategic direction, goals and benchmarks. DoDEA took its direction from the President's education initiatives and the eight National Education Goals – plus two additional organizational goals – in adopting a corporate approach to educational programming. We do not presume to have all the right answers! However, we believe we have identified key ingredients that have helped DoDEA focus on student achievement. These are: (1) a sustained and rigorous focus on excellence in teaching and learning, (2) a data-driven accountability system to identify student learning gaps and measure and report student progress, and (3) strong community and parental involvement.

Educators, parents, and military leaders reached a consensus on academic goals, a joint venture that produced the first DoDEA CSP in 1995. The shared vision and quantifiable benchmarks outlined in that document guided the activities of the schools and their communities for the past 5 years. The CSP serves as an ambitious agenda helping all DoDEA schools and communities to achieve success for all students. The major features of the three key ingredients of DoDEA's success are discussed below.

DoDEA SCHOOLS FOCUS ON EXCELLENCE IN TEACHING AND LEARNING: DoDEA's teachers are better educated than their peers nationwide. In our domestic schools 63 percent of our teachers hold advanced degrees, i.e. masters, specialist or doctorate degrees. In our overseas

schools, 68 percent of our teachers hold advanced degrees. According to Department of Education data, only 47 percent of teachers nationwide hold advanced degrees.

The performance of DoDEA's minority students is particularly noteworthy. Throughout the country, African American and Hispanic students were scoring below the expected levels while in DoDEA's domestic and overseas schools, those same student groups ranked number one and two when compared to their peers nationally. In the December 22, 1999, Wall Street Journal article "Making the Grade, Pentagon-Run Schools Excel in Academics, Defying Demographics," writer Daniel Golden says "...*Their students are poorer and more racially diverse than the national average, and only 60 % finish the school year where they started it. Instead of struggling, however, the schools the Pentagon runs at Fort Knox and other U.S. military bases are defying demographics by acing the National Assessment of Educational Progress, a federal exam regarded as the best gauge of pre-college academic performance.*"

EVERY STUDENT CAN LEARN AND BE SUCCESSFUL: One of the basic premises of the 224 DoD schools is that EACH of the 112,000 students in our schools in 13 countries, 7 states, Guam and Puerto Rico, can learn and be successful. DoDEA's students are the most diverse ethnically, racially, and geographically of those in any U.S. school system. They are not, however, diverse in the expectations for all students. To achieve and sustain high levels of student achievement, DoDEA adopted rigorous curriculum standards, including the national standards in such areas as Mathematics, Science, Social Studies, Language Arts, Foreign Languages, Health and Physical Education, and Technology. They adopted new curriculum materials to reflect the new standards as well as adopted new performance assessments to measure student achievement, including the Terra Nova and Work Sampling. To complement these efforts, DoDEA linked professional development opportunities for teachers to the reform efforts and provided high quality, research-based training in the new curricular approaches, improved teaching strategies, and use of technology in the instructional process.

ACCOUNTABILITY MEASURES ARE IMPORTANT AND IN PLACE: Data drives all decisions regarding curriculum, training, staffing, and funding. A School Improvement Process that includes teachers, parents, and community leaders, has been implemented in every school to analyze their schools' achievements and implement strategies for improvements that are linked to the CSP. DoDEA provides an annual ***Accountability Report*** to stakeholders reporting progress against the goals and benchmarks. Individual ***School Profiles*** were developed as companion documents to the ***Accountability Report*** to provide leaders and parents with an in-depth look at the schools, student achievement, and progress made over the past year.

Creation of a system to provide targeted support and resources for low-performing schools was an outcome of a data-driven process. Sixteen schools that were farthest from meeting the achievement benchmarks were selected for special emphasis based on performance on standardized tests in reading, language arts, mathematics, science, and social studies. Both overseas and domestic targeted schools have made significant progress.

COMMUNITY ENGAGEMENT PLAYS A CENTRAL ROLE IN THE SUCCESS OF DoDEA SCHOOLS: In his December 28, 1999, New York Times column, "Military Bases Succeed with Schools," writer Anthony Lewis says, "*Finally, I think there is a deeper sense of community among*

military families...we have to recognize that the military is one of our most successful institutions: profoundly effective in achieving racial integration in the services and now, we find, in educating its children. We should be able to learn from its successes."

DoDEA enjoys an unparalleled level of community and parental support. The military community values and supports education as a critical element of its quality of life and military readiness. Surveys demonstrate both high levels of parental involvement in our schools and high expectations of parents of both the students and the schools. Systemic changes were made to create avenues for the greater involvement of administrators, teachers, parents, and the military commands. William Raspberry wrote, "My guess—and that's all it is—is that people who believe they can achieve based on their own efforts tend to raise children who share that belief. Military children, I am suggesting, may have an unusual degree of academic success because they hold to an unusual degree the empowering belief that they are in control of their destinies."

ADDITIONAL INITIATIVES ARE UNDERWAY: America's military forces are willing to risk their lives for their country, but they are not willing to sacrifice their children's future in the process. Therefore, quality education has been a central quality of life issue for the military. DoD has recognized that quality costs. Most recently, the Department has funded a 5-year program to implement the President's educational initiatives to expand full-day kindergarten to all schools and reduce the pupil/teacher ratio in grades 1-3. DoD has also included the funding for the modernization of all schools to support these initiatives, and to incorporate and accelerate technology into the classroom. Recognizing the unique factors of military life, DoD has also funded an increase the numbers of school counselors, psychologists, and nurses. Each community has unique needs that must be met and resources to implement community-wide initiatives.

RECOMMENDED DoDEA SCHOOLS TO VISIT: DoDEA's success in action can be seen at any of our 224 schools. Specific recommendations for visits include: **in Germany** -- the Heidelberg School Complex, Heidelberg (2 elementary schools, 1 middle school, and 1 high school); Hanau Middle and High Schools, Hanau; Hainerberg Elementary School, Weisbaden; Darmstadt Elementary School, Darmstadt; **in Italy** -- the Aviano Elementary and High Schools, Aviano; **in Okinawa** -- Lester Middle School.

A separate list of ten of our top domestic schools is attached.

Attachment

Top* DDESS Schools and Descriptions

School	Description
West Point MS West Point	West Point Middle School is located on the base at West Point in New York. There are about 240 students in grades five through eight. The community is made up of 95% Army personnel. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 77 th percentile to a high of the 90 th percentile. West Point MS received special recognition at the national, state, and county level as scholars, musicians, and athletes.
Dexter ES Ft. Benning	Herbert J. Dexter elementary school is located at Ft. Benning, Georgia. There are about 300 students in grades pre-kindergarten through fifth grade. The community is made up of 99% Army personnel. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 61 st percentile to a high of the 88 th percentile. The Dexter school is focusing on programs to increase parental involvement and become partners in their child's literacy development.
West Point ES West Point	West Point Schools are located on the base at West Point in New York. There are about 500 students in grades pre-kindergarten through fourth grade. The community is made up of 95% Army personnel. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 73 rd percentile to a high of the 88 th percentile. West Point ES upgraded the computer lab and currently is piloting the Jason Project in grades 2-4.
Stone Street Camp Lejeune	Stone Street Elementary is one of six elementary schools on Camp Lejeune. The school serves approximately 430 students in preschool through fifth grade. The community is made up of 88% Marines and 12% Navy. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 57 th percentile to a high of the 86 th percentile. Stone Street teachers and parents are working together to improve learning for all Stone Street Elementary students.
Dahlgren ES	Dahlgren Elementary is located in Dahlgren, Virginia. The school serves approximately 200 students in preschool through eighth grade. The community is made up of 99% Navy. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 57 th percentile to a high of the 85 th percentile. Students, teachers, and parents are working together to improve student's technology skills.

DeLalio ES Camp Lejeune	DeLalio Elementary School sits amidst one of the most supportive communities in DDESS, MCAS New River at Camp Lejeune, North Carolina. The school serves about 300 students in grades pre-kindergarten through fifth grade. Marines are 91% of the students' sponsors. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 61 st percentile to a high of the 78 th percentile. Parent contributed 3,000 classroom volunteer hours in 1998-99.
Kingsolver ES Ft. Knox	Kingsolver Primary School is located at Ft. Knox, Kentucky. The school serves about 250 students in grades pre-kindergarten through third grade. The school serves a community which is about 95% Army. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 51 st percentile to a high of the 72 nd percentile. Students at Kingsolver ES made significant gains on achievement tests in 1999.
Bowley ES Ft. Bragg	Bowley Elementary School is located at Ft. Bragg, North Carolina. The school serves about 500 students in grades pre-kindergarten through fourth grade. The school serves a community which is about 99% Army. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 59 th percentile to a high of the 82 nd percentile. Bowley Elementary School students made great strides in school-home partnerships, technology, science, and mathematics in 1998-99.
Maxwell ES Maxwell AFB	Maxwell Elementary School is located at Maxwell Air Force Base in Montgomery, Alabama. The school serves about 500 students in grades pre-kindergarten through sixth grade. The school serves a community which is about 94% Air Force. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 58 th percentile to a high of the 79 th percentile. Two full-scale technology labs and multiple computers in each classroom provide ready access to technology for all students.
Quantico MS Quantico	Quantico Middle/High School is located at Quantico, Virginia. The school serves about 400 students in grades six through twelfth grade. The school serves a community which is about 94% Marines. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 61 st percentile to a high of the 79 th percentile. Quantico is poised to complete the DoDEA Technology Standards for grades 8 and 11 as a result of a very successful pilot program using electronic portfolios.

*Based on 1999 Standardized Reading and Mathematics Scores

4/1/2000

for African development limits our ability to effect change. Sandy reports a positive trend, however, among successful Africans in the U.S. now investing in Africa; also, the UN Development Program (UNDP) is expanding its programs that address this issue into Africa: providing financial and technical support to African companies to create incentives for Africans to return home; and focusing on strengthening governance. Economic opportunity and political stability remain the most effective ways to stop the drain.

(D) **DoD Annual Report** (via Berger) – Sandy forwards DoD's annual report, similar to last year's, which emphasizes three priorities: taking care of people; protecting readiness today; and modernization to protect readiness tomorrow. The report highlights additional pay raises in our recent budget (0.5% above inflation); improvements in housing benefits; full funding for O&M budgets; and full funding for '01 expected contingency costs for Bosnia and Kosovo. Sandy agrees with Secretary Cohen's conclusions that stopping the annual migration of procurement funding, which has slowed modernization, will leave the military far better able to meet challenges in the future; NSC and DoD will remain vigilant on personnel issues.

(E) **Sec'y Cohen memo re: Junior ROTC (JROTC)/DoD schools** (via Berger/Lew) – Sandy and Jack summarize Secretary Cohen's memo to you, responding to your questions at the CINCs Conference regarding potential lessons from JROTC and DoD school system successes. Highlights from Secretary Cohen's reports include: the proportion of JROTC graduates who enter the military after high school is about 5 times greater than non-JROTC students; for FY96-98, JROTC participation has led to roughly 8,000 new recruits annually; DoD is in the process of expanding the JROTC program from 2,591 (\$177M) to the authorized maximum of 3,500 by FY05; on the DoD schools issue, DoD school students are consistently among the highest ranking students on national tests; achievement among minority students is noteworthy. Jack and Sandy will explore the possibility of your visiting a DoD school. cc Bred

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(F) **Berger memo on Bosnian students from Sarajevo** – Sandy reports on the two Bosnian high school students whom you met in Sarajevo during the Stability Pact Summit and who expressed interest in studying in America. Adnan and Nermina Memic have been accepted at St. Mary's College in Michigan; the school has offered them four-year scholarships and an opportunity to work on campus. The Jewish Community Council and a local Muslim group are cosponsoring housing; transportation has also been arranged.

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(G) **Sec'y Slater letter re: FAA Reauthorization Bill** – Prior to your India trip, Rodney sent a letter regarding the FAA bill to Betty. We have now received the bill (last day for action is April 8th). Like Rodney, your White House advisers will recommend that you sign the bill. *The letter is attached.*