

Michael Cohen DPC

(DOMESTIC POLICY COUNCIL)

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Promoting Discipline and Safety in Schools

July 20, 1998

In his speech to the AFT today, the President will discuss the importance of school discipline and safety to the nation. He will announce a White House Conference on School Safety and highlight some of the school safety policies promoted by the Administration -- school uniforms, tough truancy laws, community-based curfews, and zero tolerance for guns.

White House Conference on School Safety

- **National School Safety Day.** The President will announce that he will chair a White House Conference on School Safety on October 15, 1998, which he will proclaim National School Safety Day. The Conference will include each of the communities affected by the recent wave of school shootings and be linked by satellite to schools across the country.
- **First Annual Report on School Safety.** At the Conference, the President will issue the first Annual Report on School Safety, which will include: an analysis of all existing national school crime data and an overview of state and local school crime data; examples of schools and strategies that are successfully reducing school violence, drug use, and class disruption; actions that parents can take locally to combat school crime, including a local safety checklist; and resources available to schools and communities to help create safe, disciplined, and drug-free schools.

Promoting School Discipline

- **Spreading school uniform policies across the country.** Since President Clinton highlighted school uniform policies in 1996, a growing number of schools have decided to require school uniforms. Among the schools to have adopted uniform policies are schools in some of the nation's largest school districts -- New York City, Dade County, San Antonio, Houston, Chicago, and Boston. In New York City alone, more than half a million elementary school students will be wearing uniforms by the fall of 1999.

Recent data from Long Beach, California suggest that these policies work. In the 1995-96 school year -- the third year school uniforms were required -- attendance at the Long Beach Unified School District K-8 schools reached the highest point ever recorded during the 17 years the district compiled these statistics. With excused absences for illness added in, attendance exceeded 99 percent. And between the 1993-94 school year (before uniforms were required) and the 1996-97 school year, total school crime dropped 76 percent.

- **Keeping kids off the street and in school.** Community curfews, which the President also has highlighted, are designed to help keep children out of harm's way, enhance community safety, and give parents an important tool to impart discipline, respect, and rules. A recent survey by the U.S. Conference of Mayors showed that 276 of 347 cities

surveyed -- or 80 percent -- had youth curfew laws, up from 70 percent in 1995.

- **Taking on truancy.** In 1996, at the President's direction, the Education Department issued a guidebook to the 15,000 school districts across the nation, outlining the core components of a comprehensive truancy prevention policy and highlighting model initiatives. Since then, the Department has provided grants to local school districts to develop innovative truancy prevention programs of the kind described in its guidebook.
- **Enforcing zero tolerance for guns in schools.** In October 1994, President Clinton signed into law the Gun-Free Schools Act and issued a Presidential Directive to enforce "zero tolerance" for guns in schools -- if a student brings a gun to school, that student will be expelled for a year. The Department of Education estimates that under this zero tolerance policy, 6,093 students were expelled from public schools for bringing a firearm to school during the 1996-97 school year.

Challenging Congress to Strengthen Public Schools

President Clinton will call on Congress again to support his efforts to improve and reform K-12 education. He will urge Congress to enact his proposals to reduce class size, modernize our schools, invest in technology, expand after-school learning opportunities, raise standards, and end social promotions. He also will advocate giving competency tests to teachers and refusing to hire or license individuals who fail those tests.

Promoting Discipline and Safety in Schools July 18, 1998

In his speech to the AFT today, the President will discuss the importance of school discipline and safety to the nation. He will announce a White House Conference on School Safety and highlight some of the school safety policies promoted by the Administration -- school uniforms, tough truancy laws, community-based curfews, and zero tolerance for guns.

White House Conference on School Safety

guarantee attention • **National School Safety Day.** The President will proclaim October 15, 1998, National School Safety Day and host a White House meeting that will be linked by satellite to schools across the country and specifically include the communities impacted by the recent wave of school shootings. *MW
DR
RE*

- **First Annual Report on School Safety.** The President will also issue the first Annual Report on School Safety, which will include: an analysis of all existing national school crime data and an overview of state and local crime reporting; examples of schools and strategies that are successfully reducing school violence, drug use, and class disruption; actions that parents can take locally to combat school crime, including a local safety checklist; and resources available to schools and communities to help create safe, disciplined, and drug-free schools.

Promoting School Discipline

- **Spreading school uniform policies across the country.** Since President Clinton highlighted school uniforms in 1996, a growing number of schools have adopted uniform policies. This includes some of the nation's largest school districts -- New York City, Dade County, San Antonio, Houston, Chicago and Boston. In New York City alone, more than half a million elementary school students will be wearing uniforms by fall of 1999.
- **Improving school attendance and safety in Long Beach, CA:** In the 1995-96 school year -- the third year school uniforms were required -- attendance at the Long Beach Unified School District K-8 schools reached the highest point ever recorded during the 17 years the district compiled these statistics. With excused absences for illness added in, attendance exceeded 99%. And between the 1993-94 school year (before uniforms were required) and the 1996-97 school year, total school crime dropped 76%.
- **Keeping kids off the street and in school.** Community curfews are designed to help keep children out of harm's way, enhance community safety, and give parents an important tool to impart discipline, respect, and rules. A recent survey by the U.S. Conference of Mayors showed that 276 of 347 cities surveyed -- or 80% -- had youth curfew laws, up from 70% in 1995. And in New Orleans, a community-supported curfew -- combined with summer jobs and recreational programs for youth -- helped cut juvenile crime during curfew hours the year after it was implemented.

*N.O.
Implemented?*

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- **Enforcing zero tolerance for guns in schools.** In October 1994, President Clinton signed into law the Gun-Free Schools Act, and issued a Presidential Directive later that month to enforce "zero tolerance" for guns in schools -- if a student brings a gun to school, that student will be expelled for a year. In school year 1996-97, the U.S. Department of Education estimates that, under zero tolerance policies, 6,093 students were expelled from public schools for bringing a firearm to school.

Challenging Congress to Strengthen Public Schools

President Clinton will call on Congress again to support his efforts to improve and reform K-12 education by raising standards for students and teachers, strengthening accountability, and expanding public school choice. The President has proposed the strategic investments necessary to ensure that our children are prepared for the 21st century, by reducing class size, modernizing our schools, investing in technology, expanding after-school learning opportunities, raising standards and ending social promotions. The President also urged Congress to help states strengthen teacher preparation programs and provide incentives for well-prepared individuals to teach in the public schools, by including provisions consistent with the Administration's proposal for teacher preparation and recruitment, that are part of the House and Senate conference on the Higher Education Act.

Truancy Prevention
Core Components:

Smaller classes
reduced discipline
problem
Schl. Safety Officer
to LWR
Spring

**Speech to American Federation of Teachers
Questions and Answers
July 20, 1998**

School Discipline

Q. Do you know how many schools have school uniform policies in place?

A. While we do not have comprehensive data on the number of schools that have adopted uniform policies, we know that there has been a recent push by schools and school districts nationwide to adopt school uniform policies to improve student discipline, attendance, and school climate. Since President Clinton called on the Education Department to send out a guide on school uniform policies to every school district in the country in 1996, a growing number of schools and school districts have adopted uniform policies:

- The Department of Education's National Center for Education Statistics estimates that of the 3% of all public schools have mandatory uniform policies, 34% initiated their policy in the 1996-97 school year.
- The 1998 National Association of Elementary School Principals (NAESP) survey of principals in 10 states shows that 11% of elementary schools require uniforms, and 15% are considering a policy. Almost two-thirds of schools with policies adopted them in the last two years.

Moreover, some of the nation's largest school districts have adopted school uniform policies, including: New York City, Dade County, San Antonio, Houston, Chicago and Boston. In New York City alone, this will mean 560,000 elementary school students in the nation's largest school system will have school uniforms by fall of 1999.

Q. How do you know if school uniforms are having an impact on school crime?

A. School uniforms have been identified as promising strategy to help make students safer while promoting discipline and respect in schools. Because of this, the Clinton Administration has encouraged schools to consider adopting school uniform policies.

Since the trend is recent, there have not been any large-scale documented research results into the effectiveness of school uniforms. Perhaps the best and most publicized study comes from the Long Beach, CA School District's four-year school uniform policy -- the first large school district to require uniform system-wide in elementary and middle schools. Total crime -- including assault, fighting, robbery, and vandalism -- fell 76% between 1993 and 1997. More specifically, weapons offenses dropped 83% and vandalism was cut in half. In addition, in the 1995-96 school year, attendance hit an all-

*Behavior
Code
Ref. to uniform*

time high (94.7%). While the district does not attribute these impressive results solely to their school uniform policy, they believe that it has contributed to safer, better schools.

Q. Is there any evidence to show youth curfews are having an impact on crime?

- A. Last December, the U.S. Conference of Mayors released a 347-city survey of youth curfews. In the survey, 93% of cities reported that enforcing a curfew is a useful tool for police; more specifically, cities reported that curfews were a proactive way to combat youth violence as well as prevent juveniles from becoming crime victims. 88% of cities reported that curfews help to curb gang violence. All of the 72 cities that had a daytime curfew reported that it cut down on truancy.

In May 1996, the Justice Department released a report by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) on 7 jurisdictions with youth curfews in place. The report showed that when curfews backed by a community of support, and are part of a larger plan to help fight juvenile crime, they can play an important role in keeping our children safe. For instance, in New Orleans, a community-supported curfew -- combined with summer jobs and recreational programs for youth -- helped cut juvenile crime during curfew hours the year after it was implemented.

Q. Wasn't a study released earlier this year showing that they don't reduce crime?

- A. In June, the Justice Policy Institute released a study which looked at curfews in California. The study, which argues that curfew enforcement has not reduced youth crime in the state, has largely been criticized by California law enforcement officials, including the State Attorney General's office. Law enforcement officials across the State have stated that they have seen a very positive correlation between curfews, truancy laws and lower crime rates.

President Clinton believes that useful tools such as curfews, school uniforms, and anti-truancy policies, can help schools and communities enhance youth discipline and reduce crime as part of a comprehensive plan to combat juvenile violence and crime.

White House Conference on School Safety

Q. What can you tell us about the White House conference on school safety?

- A. In his speech today, the President will announce a White House Conference on School Safety, and proclaim October 15, 1998, National School Safety Day. The White House Conference will be linked by satellite to schools across the country and will specifically include the communities impacted by the recent wave of school shootings. We are still in the planning stages and will make details known as they are available.

Recent School Shootings

Q. What are you doing about all of these school shootings?

- A. This spring, the President sat down with youth violence experts -- from principals to parents to prosecutors -- to discuss what we can do at all levels to keep these tragedies from occurring in the first place. There was broad agreement that we should be focused on tackling the larger problem of youth violence. This is why the President continues to challenge the Congress to pass his strategy on youth violence to take on youth access to guns, tough punishment for violent youths and gangs, and provide additional adult supervision in the after school hours when violent juvenile crime is most likely to occur.

Today's announcement of a White House Conference on School Safety will be an important step to focus on making schools safer for our kids. The President has already taken a number of actions to address the troubling series of school shootings, including:

Early warning guide. Last month, the President directed the Secretary of Education and the Attorney General to develop a guide to help teachers and principals identify and respond to the early warning signs of troubled youth that can lead to school violence. The guide will be made available to schools nationwide when classes begin in the fall.

First Annual Report on School Safety. In December, the President called for the development of an Annual Report on School Safety, which will be released on School Safety Day, October 15. The report will include: an analysis of all existing national school crime data and an overview of state and local crime reporting; examples of schools and strategies that are successfully reducing school violence, drug use, and class disruption; actions that parents can take locally to combat school crime, including a local safety checklist; and resources available to schools and communities to help create safe, disciplined, and drug-free schools.

More Police in Schools. In March, the President announced funding for a new community policing program through the Justice Department's COPS Office focused on reducing violence on or near school grounds. The President later called on the Attorney General and Education Secretary to report back by the start of the school year on ways to provide even more police for our schools.

Promoting Gun Safety and Responsibility. Earlier this month, President Clinton called on states to promote gun safety and responsibility by passing Child Access Prevention (CAP) laws that hold adults responsible if they allow children easy access to loaded firearms. Fifteen states have already enacted such CAP laws. A recent study published by the Journal of the American Medical Association found that CAP laws reduced fatal unintentional shootings by an average of 23%.

Teacher Issues

Q. More than half of new teachers in Massachusetts recently flunked a basic skills test, leading the state board of education to consider lowering the score required to pass. Should all teachers be required to pass such a test? What does this say about the quality of our teaching force?

A. The President believes that new teachers should pass tests of basic skills and subject matter knowledge before they can teach. His proposal to reduce class size would require new teachers hired under this program to pass a competency test.

The high failure rate in Massachusetts underscores the need for every state to put in place teacher testing requirements, so that individuals who lack the basic skills don't become teachers. It also underscores the need for colleges and universities to improve teacher education programs, because no college graduate should fail such a test. Moreover, we clearly need to attract the most talented people into teaching. This involves making teaching a respected, appealing profession to enter, providing training and mentoring for new teachers, and enacting initiatives like the President's proposal -- recently approved by the Senate as part of the Higher Education Act -- to give financial incentives to talented new teachers who commit to teach in high-need schools.

Q. Many believe that teachers unions are the biggest obstacles to needed reforms in public education? Why didn't the President take on the unions to ask them to get behind real reform?

A. President Clinton has never hesitated to take on any interests that were roadblocks to real education reform--including the Arkansas Education Association, which resisted Gov. Clinton's plan for teacher testing. The reforms that are most important for strengthening public education--national standards and tests in the basic skills, higher standards for teachers, smaller classes and modernized school buildings, expanded after-school programs, public school choice and charter schools--are supported by the AFT and the NEA. Right now, the Congress is the obstacle to taking these steps, not the teachers.

Q. What is the President's view of the failed merger effort between the NEA and the AFT?

A. The President has no view on whether the NEA and AFT should merge or not. That is an issue that is up to the members in both organizations. Either way, what is important is that teachers take responsibility, inside and outside the classroom, for strengthening public schools and helping our students reach the highest standards.

Q. What does the President think about proposals to end teacher tenure and other ways to make sure that bad teachers don't keep on teaching?

A. The President has said that we must find fair but faster and cheaper ways to remove

incompetent teachers from the classroom. He also supports efforts to reward outstanding teachers, such as master teachers who pass rigorous tests offered by the National Board for Professional Teaching Standards.

Q. If the President supports tests for new teachers, and as Governor he supported tests for current teachers, why isn't he now proposing tests for current teachers?

A. The President believes we need to take the most essential steps first. With two million teachers to be hired in the next ten years, we have an enormous opportunity to affect the quality of the teaching force for decades -- if we set the standards high for entering the profession. Meanwhile, he has calling for rewarding good teachers that meet the demanding standards set by the National Board for Professional Teaching Standards and, using fair, but faster and cheaper ways of removing incompetent teachers.

Q. Does the President support Sandra Feldman's call Friday for ending emergency licensure and ending the practice of assigning teachers to subject areas for which they are not certified?

A. Yes. These are important steps to ensuring quality teaching in our classrooms. Emergency certificates are teaching licenses given to people who may not meet any requirements for teaching including, at times, to people who have not earned a B.A. Most often, people with these emergency certificates then teach in high poverty schools, where students are most in need of well prepared teachers. The President believes we should raise standards for teachers, not evade them. The President believes that all new teachers should meet state certification requirements, including teacher competency testing, which is now required by more than 40 states. He also supports "alternate route" approaches, which allow talented individuals to become certified without enrolling in conventional teacher preparation programs. And he believes that teachers should not be teaching subjects in which they lack adequate academic preparation.

If states and school districts take these and other steps to ensure the quality of people who enter the teaching profession, then we would go a long way to strengthening the quality of teaching in our classrooms.



Jeffrey A. Shesol
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Jeff Shesol

**PRESIDENT WILLIAM J. CLINTON
REMARKS TO THE AMERICAN FEDERATION OF TEACHERS
NEW ORLEANS, LOUISIANA
July 20, 1998**

Acknowledgments: Sec. Herman; Mayor Mark Morial; Members of Congress TK; AFT President Sandy Feldman; Secretary-Treasurer Ed McElroy; newly elected Executive VP Nat LaCour (also a member of WH Commission on Presidential Scholars)

I want to say a word about someone who is not here today, but who is very much with us in spirit, and that is my old friend Al Shanker. I know he would be proud of you on your 75th anniversary, proud that you are continuing the lifelong fight he waged for excellence in education: for high standards of achievement, high expectations for our children, and high-quality teaching. We are all grateful for the legacy he has left us, and energized by the ideals he expressed so forcefully.

This is a remarkable time in our nation's history: a time of growth, of confidence, of prosperity. The American economy is the strongest in a generation. Communities are coming together, strengthened by a common bond of values and a renewed ethic of responsibility. In a powerful way, this respect for law and order and for one another is making itself felt at almost every level of our society, sending crime rates spiraling downward and making families, again, feel more secure. Today, I want to talk to you about the ways we can instill this ethic of responsibility and respect in every one of our nation's public schools, and in the lives of every one of our children.

This is a tremendous moment of possibility for our nation's children. America's prosperity presents us with a remarkable opportunity -- and, therefore, an obligation -- to conquer many of the challenges we have long faced as a nation. To meet that obligation, we must give our children the tools they will need to succeed in new and changing times. And by doing so, we will ensure that our own time, our age of opportunity, is not remembered for the opportunities we missed.

I know, as teachers, you believe in this possibility. Your unflagging faith in it drives you every day to broaden young minds, unlock their potential, sharpen their skills. It is a faith that sustains you during long days in front of the chalkboard or over the keyboard, during long nights grading papers and crafting lesson plans.

For more than five years, our administration has worked to be a strong, active partner in your efforts -- making schools safer, raising standards in the basics for students and teachers, extending the opportunities only a quality education can bring to every child. In an age of information and ideas, education must be America's first priority. That is why we have made the greatest investment in education in our nation's history. That is why we're working to modernize our schools and connect every classroom to the Internet. And that's why we're working to end social promotion and reduce class size -- so teachers can regain control and maintain discipline in their classrooms.

If we are to expect more of our students; then we must also ask more of our teachers. Every effort, every reform, depends on high-quality, highly-trained teachers. We must insist that teachers pass competency tests before they set foot in our schools. Those who fail should not be licensed, and should not be hired. Those who make the grade should have more support -- for example, the guidance of a master teacher. Teachers can and must take responsibility for their own -- mentoring, counseling, and reviewing one another. This lesson of responsibility is not lost on the AFT. I salute President Feldman's plan to improve teacher quality and know your efforts will make a difference.

Just as teachers are stepping up to their responsibility, ^{put} Congress must do the same, and ^{computers in our classrooms} put progress above partisanship. That is how we have helped ~~more children learn to read~~, more teachers to be trained, and more young people to go to college. I am pleased that the Congress is moving forward with my proposals to help prepare teachers for the classroom. It is with this same spirit of progress we must move forward today.

Most schools are safe havens for their students, the safest place in the community

I am confident we will maintain our momentum. But you know and I know that all our progress will come to naught if our schools are not safe places, orderly places, where teachers can teach and children can learn. [↑] We also know that in too many American schools, there is lawlessness where there should be learning. There is chaos where there should be calm. There is disorder where there should be discipline. Make no mistake: this is a threat not only to your classrooms, but to the strength and vitality of America's public school system and, indeed, to the strength and vitality of our nation.

It is a sobering fact that, in a recent study, 81 percent of teachers said it was the worst-behaved students who absorbed the most attention in schools. Not the struggling students, not the striving students, but the worst-behaved. It is a dismaying fact that 71 percent of all high school students said there were too many disruptive students in their classes -- and only 13 percent of public school students said their classmates were "very respectful" of teachers. You know that teachers can't teach if they have to fight for respect or fear for their safety; that students can't study if there is disorder in the classroom; and that disruptive students won't change if there are no clear, strict standards for behavior.

We will have discipline in the classroom, or we will have disorder -- and danger. Hard experience has taught us this lesson, taught us well. The problem is clear. The stakes could not be higher and the demand for action could not be more profound. As a nation, we must recognize that a return to order is central to the renewal of education in America.

There is another lesson to be learned -- as teachers, I know you have a fondness for lessons -- in this case, it's from the overall decline in violent crime. Crime is dropping in this country because we are getting serious about punishment, and getting serious about prevention. Crime is dropping because entire communities are taking responsibility for their own streets and neighborhoods, and because the government is giving them the support they need. That is the idea behind community policing -- the 100,000 police we are putting on the streets. **And when we assume responsibility, when we set tough new standards for behavior, something remarkable happens: people behave.**

That is why our administration is serious about school safety. We have seen, tragically and repeatedly, the damage done by troubled adolescents with a firearm in hand and violence in mind. So we have worked hard to tighten school security, to strengthen prevention, and to toughen penalties. We will continue to show zero tolerance toward guns in schools. During the 1996-1997 school year, our policy led to the expulsion of nearly 6,100 law-breaking students and the prevention of countless acts of violence. **And this fall, as I am announcing today, I will host the first-ever White House Conference on School Safety --** bringing together not only experts and law enforcement officers, but also families whose lives have been touched by school violence. Together, we will continue the fight to find new solutions to this constant challenge.

Congress, too, has an opportunity to protect America's children by passing the juvenile crime bill I have proposed. It will ban violent juveniles from buying guns for life and take other important steps. Congress can also give communities much-needed support: I have proposed that in our balanced budget, \$95 million be allocated to the prevention of juvenile crime. I urge Congress to step up to its responsibility, invest in prevention -- like the summer jobs program some are trying to eliminate -- and stop violent outbursts before they start.

We have learned another lesson from the drop in violent crime. And that is: the small stuff matters. In most schools, it is not the sensational acts of violence but the smaller acts of aggression -- the threats, the scuffles, the back-talk -- that take a terrible toll. That is why setting strict standards for behavior can and will make a difference, as they are doing, all across America, in powerful and inventive ways.

Our first effort, of course, must be to get children inside the schoolhouse doors. Truancy, as I have said, is more than a warning sign of trouble -- it is trouble, and a gateway to drugs, alcohol, gangs and violence. Kids can either sit in class, or stand on the streets. They can either learn from teachers, or learn from thugs. It used to be that truancy laws were enforced, that local police knew the kids and brought them back to the schoolrooms, but that has long ceased to be the case. But communities are again turning their attention to truancy.

In Milwaukee, officers can now stop students on the street during school hours. And in Boston, where more than one quarter of public school students were absent three weeks or more this past school year, they have a strict new promotion policy: if you don't attend, you won't advance. Other cities are forming truancy task forces -- a united front of schools, social services and community police to keep children in school and out of trouble.

A teacher's day must sometimes seem very long. But we know that the school day lasts a precious few hours and there is no time to waste. So once kids are inside the schoolhouse door they must be free of fear and free of distraction. That is one of the ideas behind school uniforms. When I spoke of school uniforms in my 1996 State of the Union Address, it was an old idea without much new credence. But in the years since, I have been heartened to see an inundation of interest. From New York City to Houston, from Dade County to Chicago, school districts are adopting school uniform policies and making sure that kids no longer kill other kids for a pair of sneakers or a designer jacket; making sure students are focused not on appearances but on learning. ~~As a result, crime is going down in these schools, and attendance is on the rise.~~ *In long Beach*

But our responsibility cannot end with the words "class dismissed." After school, children can find their way into crime and drugs or fall prey to it. Youth crime, it is no wonder, is at its peak during those unsupervised hours, 3:00 to 6:00. That is why I have called on schools to remain open -- to become community learning centers where children are not only safe but can continue to learn and grow. I have proposed, in my 1999 budget, a significant expansion in grants to schools to create before- and after-school programs. And for the later hours, when the streets become darker and more dangerous, I have long urged that communities follow the example of New Orleans, and put in place community-based curfews. It's no wonder that youth crime ~~is dropping dramatically during curfew hours,~~ or that cities from Denver to Chicago to North Little Rock ~~are adopting curfews -- keeping children off the streets and out of trouble, and giving parents a tool to impart respect and responsibility.~~ *has dropped* *have adopted and enforced*

Anti-truancy efforts. School uniforms. Character education. Curfews. These are not isolated initiatives. Instead, they add up to a new approach to restoring discipline in our schools and order in our children's lives. Working together, learning from one another, America can end an era of unruliness and install an ethic of responsibility in our schools. We can make them places where students again learn not only the three R's but also respect, not only the great books but also good behavior. It's as simple as the AFT's slogan: "Responsibility. Respect. Results." That's a good formula for success, and a good "Lesson for Life."

I am struck that just about every challenge we face is being met somewhere in some way by someone. And that is the way it should be. Today I call on every community -- parents, teachers, and local school officials -- to adopt a set of standards for school discipline. The federal government will not make decisions for you, but will help you to make your decisions work. Government, as I have said, is not the solution. Nor is it the problem. At its best, government is a catalyst; a clearing house for new ideas; a partner in empowering citizens to make the most of their lives.

Of course, as teachers, you understand as well as anyone that discipline begins not in the classroom, but at home. That is where the first and most fundamental lessons for life are taught -- the difference between right and wrong, the values of responsibility and respect. I know you will continue to do everything in your power to reinforce those values, and to teach our children new lessons -- about the wonders of the natural world, the riches of the human imagination. And by teaching our children well, by doing what you do every day from the first bell's ring, you are building a better future for your students, and for our nation.

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REMARKS TO THE AMERICAN FEDERATION OF TEACHERS
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AFT President Sandy Feldman; Secretary-Treasurer Ed McElroy; newly elected Executive VP
Nat LaCour (also a member of WH Commission on Presidential Scholars)

I want to say a word about someone who is not here today, but who is very much with us in spirit, and that is my old friend Al Shanker. I know he would be proud of you on your 75th anniversary, proud that you are continuing the lifelong fight he waged for excellence in education: for high standards of achievement, high expectations for our children, and high-quality teaching. We are all grateful for the legacy he has left us, and energized by the ideals he expressed so forcefully.

This is a remarkable time in our nation's history: a time of growth, of confidence, of prosperity. The American economy is the strongest in a generation. Communities are coming together, strengthened by a common bond of values and a renewed ethic of responsibility. In a powerful way, this respect for law and order and for one another is making itself felt at almost every level of our society, sending crime rates spiraling downward and making families, again, feel more secure. Today, I want to talk to you about the ways we can instill this ethic of responsibility and respect in every one of our nation's public schools, and in the lives of every one of our children.

This is a tremendous moment of possibility for our nation's children. America's prosperity presents us with a remarkable opportunity -- and, therefore, an obligation -- to conquer many of the challenges we have long faced as a nation. To meet that obligation, we must give our children the tools they will need to succeed in new and changing times. And by doing so, we will ensure that our own time, our age of opportunity, is not remembered for the opportunities we missed.

Edie Shanker
- Pres met 1
Fresh
display of
AFT

I know, as teachers, you believe in this possibility. Your unflagging faith in it drives you every day to broaden young minds, unlock their potential, sharpen their skills. It is a faith that sustains you during long days in front of the chalkboard or over the keyboard, during long nights grading papers and crafting lesson plans.

For more than five years, our administration has worked to be a strong, active partner in your efforts -- making schools safer, raising standards in the basics for students and teachers, extending the opportunities only a quality education can bring to every child. In an age of information and ideas, education must be America's first priority. That is why we have made the greatest investment in education in our nation's history. That is why we're working to modernize our schools and connect every classroom to the Internet. And that's why we're working to end social promotion and reduce class size -- so teachers can regain control and maintain discipline in their classrooms.

If we are to expect more of our students, then we must also ask more of our teachers. Every effort, every reform, depends on high-quality, highly-trained teachers. We must insist that teachers pass competency tests before they set foot in our schools. Those who fail should not be licensed, and should not be hired. Those who make the grade should have more support -- for example, the guidance of a master teacher. Teachers can and must take responsibility for their own -- mentoring, counseling, and reviewing one another. This lesson of responsibility is not lost on the AFT. I salute President Feldman's plan to improve teacher quality and know your efforts will make a difference.

Just as teachers are stepping up to their responsibility, Congress must do the same, and put progress above partisanship. That is how we have helped ~~more children learn to read~~, more teachers to be trained, and more young people to go to college. I am pleased that the Congress is moving forward with my proposals to help prepare teachers for the classroom. It is with this same spirit of progress we must move forward today.

I am confident we will maintain our momentum. But you know and I know that all our progress will come to naught if our schools are not safe places, orderly places, where teachers can teach and children can learn. We also know that in too many American schools, there is lawlessness where there should be learning. There is chaos where there should be calm. There is disorder where there should be discipline. Make no mistake: this is a threat not only to your classrooms, but to the strength and vitality of America's public school system and, indeed, to the strength and vitality of our nation.

It is a sobering fact that, in a recent study, 81 percent of teachers said it was the worst-behaved students who absorbed the most attention in schools. Not the struggling students, not the striving students, but the worst-behaved. It is a dismaying fact that 71 percent of all high school students said there were too many disruptive students in their classes -- and only 13 percent of public school students said their classmates were "very respectful" of teachers. You know that teachers can't teach if they have to fight for respect or fear for their safety; that students can't study if there is disorder in the classroom; and that disruptive students won't change if there are no clear, strict standards for behavior.

* increase on federal

Sole hours
Schools are
very often
the safest
places on
their
communities

a) raise standards
b) put computers in our classrooms
c) raise math achievement

We will have discipline in the classroom, or we will have disorder -- and danger. Hard experience has taught us this lesson, taught us well. The problem is clear. The stakes could not be higher and the demand for action could not be more profound. As a nation, we must recognize that a return to order is central to the renewal of education in America.

There is another lesson to be learned -- as teachers, I know you have a fondness for lessons -- in this case, it's from the overall decline in violent crime. Crime is dropping in this country because we are getting serious about punishment, and getting serious about prevention. Crime is dropping because entire communities are taking responsibility for their own streets and neighborhoods, and because the government is giving them the support they need. That is the idea behind community policing -- the 100,000 police we are putting on the streets. **And when we assume responsibility, when we set tough new standards for behavior, something remarkable happens: people behave.**

That is why our administration is serious about school safety. We have seen, tragically and repeatedly, the damage done by troubled adolescents with a firearm in hand and violence in mind. So we have worked hard to tighten school security, to strengthen prevention, and to toughen penalties. We will continue to show zero tolerance toward guns in schools. During the 1996-1997 school year, our policy led to the expulsion of nearly 6,100 law-breaking students and the prevention of countless acts of violence. **And this fall, as I am announcing today, I will host the first-ever White House Conference on School Safety** -- bringing together not only experts and law enforcement officers, but also families whose lives have been touched by school violence. Together, we will continue the fight to find new solutions to this constant challenge.

Congress, too, has an opportunity to protect America's children by passing the juvenile crime bill I have proposed. It will ban violent juveniles from buying guns for life and take other important steps. Congress can also give communities much-needed support: I have proposed that in our balanced budget, \$95 million be allocated to the prevention of juvenile crime. I urge Congress to step up to its responsibility, invest in prevention -- like the summer jobs program some are trying to eliminate -- and stop violent outbursts before they start.

We have learned another lesson from the drop in violent crime. And that is: the small stuff matters. In most schools, it is not the sensational acts of violence but the smaller acts of aggression -- the threats, the scuffles, the back-talk -- that take a terrible toll. That is why setting strict standards for behavior can and will make a difference, as they are doing, all across America, in powerful and inventive ways.

Our first effort, of course, must be to get children inside the schoolhouse doors. Truancy, as I have said, is more than a warning sign of trouble -- it is trouble, and a gateway to drugs, alcohol, gangs and violence. Kids can either sit in class, or stand on the streets. They can either learn from teachers, or learn from thugs. It used to be that truancy laws were enforced, that local police knew the kids and brought them back to the schoolrooms, but that has long ceased to be the case. But communities are again turning their attention to truancy.

after school programs

In Milwaukee, officers can now stop students on the street during school hours. And in Boston, where more than one quarter of public school students were absent three weeks or more this past school year, they have a strict new promotion policy: if you don't attend, you won't advance. Other cities are forming truancy task forces -- a united front of schools, social services and community police to keep children in school and out of trouble.

A teacher's day must sometimes seem very long. But we know that the school day lasts a precious few hours and there is no time to waste. So once kids are inside the schoolhouse door they must be free of fear and free of distraction. That is one of the ideas behind school uniforms. When I spoke of school uniforms in my 1996 State of the Union Address, it was an old idea without much new credence. But in the years since, I have been heartened to see an inundation of interest. From New York City to Houston, from Dade County to Chicago, school districts are adopting school uniform policies and making sure that kids no longer kill other kids for a pair of sneakers or a designer jacket; making sure students are focused not on appearances but on learning. *July 20*
~~As a result, crime is going down in these schools, and attendance is on the rise.~~ *Delete line or say: In Long Beach, CA, the first large district to require uniforms, crime is going down and attendance is on the rise.*

But our responsibility cannot end with the words "class dismissed." After school, children can find their way into crime and drugs or fall prey to it. Youth crime, it is no wonder, is at its peak during those unsupervised hours, 3:00 to 6:00. That is why I have called on schools to remain open -- to become community learning centers where children are not only safe but can continue to learn and grow. I have proposed, in my 1999 budget, a significant expansion in grants to schools to create before- and after-school programs. And for the later hours, when the streets become darker and more dangerous, I have long urged that communities follow the example of New Orleans, and put in place community-based curfews. It's no wonder that youth crime ~~is dropping dramatically during curfew hours~~, or that cities from Denver to Chicago to North Little Rock ~~are adopting curfews~~ -- keeping children off the streets and out of trouble, and giving parents a tool to impart respect and responsibility. *has dropped* *have adopted and enforced*

Anti-truancy efforts. School uniforms. Character education. Curfews. These are not isolated initiatives. Instead, they add up to a new approach to restoring discipline in our schools and order in our children's lives. Working together, learning from one another, America can end an era of unruliness and install an ethic of responsibility in our schools. We can make them places where students again learn not only the three R's but also respect, not only the great books but also good behavior. It's as simple as the AFT's slogan: "Responsibility. Respect. Results." That's a good formula for success, and a good "Lesson for Life."

I am struck that just about every challenge we face is being met somewhere in some way by someone. And that is the way it should be. Today I call on every community -- parents, teachers, and local school officials -- to adopt a set of standards for school discipline. The federal government will not make decisions for you, but will help you to make your decisions work. Government, as I have said, is not the solution. Nor is it the problem. At its best, government is a catalyst; a clearing house for new ideas; a partner in empowering citizens to make the most of their lives.

Of course, as teachers, you understand as well as anyone that discipline begins not in the classroom, but at home. That is where the first and most fundamental lessons for life are taught -- the difference between right and wrong, the values of responsibility and respect. I know you will continue to do everything in your power to reinforce those values, and to teach our children new lessons -- about the wonders of the natural world, the riches of the human imagination. And by teaching our children well, by doing what you do every day from the first bell's ring, you are building a better future for your students, and for our nation.

Message Sent To:

Michelle Crisci/WHO/EOP
Michael Cohen/OPD/EOP
Karen Tramontano/WHO/EOP
Jose Cerda III/OPD/EOP
Leanne A. Shimabukuro/OPD/EOP
Bruce N. Reed/OPD/EOP
Laura Emmett/WHO/EOP
Elena Kagan/OPD/EOP
Michael Waldman/WHO/EOP

456-1121



DEPARTMENT OF PUBLIC AFFAIRS, 555 NEW JERSEY AVENUE, N.W., WASHINGTON, DC 20001-2079 TEL: 202-879-4458 FAX: 202-879-4556

July 17, 1998**FOR RELEASE:
IMMEDIATELY****CONTACT: Bert Shanas,
Donna Fowler in New Orleans
504-670-6018**

AFT President Sandra Feldman Urges Union to Tackle Teacher Quality Issue

**Proposes Comprehensive Plan to End Crisis of Emergency Credentials and
Teacher Misassignment in Nation's Schools**

NEW ORLEANS — Sandra Feldman, President of the American Federation of Teachers, today called on the nation's governors, mayors and boards of education to stop the practice of issuing emergency credentials that allow people who are not qualified to teach in America's schools.

In addition, the AFT president demanded an end to the official malpractice of "misassigning teachers into subjects they are not qualified to teach."

"Teacher quality is on everyone's mind, as well it should be," said Feldman. "But so long as state and local education authorities continue to issue emergency credentials and to misassign teachers into subjects they are not qualified to teach, higher standards for teachers will be a fiction." Feldman spoke to 3,000 delegates attending the AFT convention, which was her first as president of the teachers' union.

An estimated 6.5 percent (or 13,000 of the approximately 200,000) new teachers hired in public schools each year come with emergency credentials. According to the U.S. Department of Education, the situation is worse where teacher shortages – and the needs of children – are greatest. For example, in urban areas and central cities some 10.5 percent of newly hired teachers come in under emergency teaching credentials. In districts where the student population is 50 percent or more minority, the figure is 14 percent. In New York City, there are now some 8,000 teachers as yet not fully certified; in Los Angeles, about 6,500.

In addition, latest figures show that 36 percent of the nation's public school academic teachers had neither a major nor minor as college students in the subject school officials assigned them to teach. Broken down by subject areas, 20 percent of students in grades 7-12 English classes are taught by teachers who never majored or minored in that field, as are 25 percent of 7-12th grade math students and more than 50 percent of all 7-12th grade history or world civilization students.

Feldman said that emergency licenses and teacher misassignment have created what she called "a structural teacher

quality deficit in this country," that is undercutting the standards movement in public education. "This ought to be taken as seriously as the budget deficit has been," she added. Noting that an additional two million public school teachers will be needed over the next decade, she pointed out that just stopping emergency hiring outright would create an even "more visible, more difficult-to-deal-with-crisis. "We would have many classrooms throughout some of our cities that go not only without teachers, but without babysitters," Feldman observed.

Feldman said that if state authorities and school officials are unwilling to end emergency credentials and teacher misassignments because it might cause a greater teacher shortage crisis, the AFT was willing to help them so that they would have no excuse. To that end, she called on AFT teacher union locals to help districts get through the crisis by negotiating with school boards to accommodate teacher shortages until qualified teachers are found. She outlined a comprehensive plan, which included:

- Allowing the parents of children in classrooms without qualified teachers to transfer their children to another classroom or public school in the district that has enough qualified teachers.
- Offering incentives to experienced teachers seeking to retire so they will stay longer.
- Offering flexible scheduling and part-time teaching to retirees or teachers presently on child-care leave.
- Offering incentives for teachers to become certified in an additional field, such as a shortage field.

- Recruiting paraprofessionals with college credits, and offering more support for them to obtain teaching credentials.
- Putting qualified supervisors and administrators into the classroom.
- Raising teachers' salaries, particularly in places where they are the lowest, in order to attract and retain qualified teachers.

Feldman noted that some people argue that teacher standards, rather than the lack of them, are keeping experts in a particular field – “like Albert Einstein or John Hope Franklin” – out of the classroom. The AFT supports “good alternative certification programs,” she said, that will bring poets, scientists, and other such experts into the classroom. But she called this a “red herring” argument.

“Let’s face it,” she said. “Every profession and trade has licensing requirements. Don’t our kids deserve standards, too, for the people who serve them? Isn’t the real story – the one no one wants to talk about – a story about how in districts where attracting teachers has become a chronic problem, alternative certification doesn’t actually get us many geniuses or poets?”

The AFT has been a vocal leader in the movement to raise standards for both student achievement and teacher hiring, including rigorous entry-level testing, for many years. The union first called the problem of emergency credentials to the public’s attention in a 1985 study done jointly with the Council for Basic Education.

July 17, 1998

**75TH CONVENTION
AMERICAN FEDERATION OF TEACHERS**

DATE: July 20, 1998

LOCATION: Ernest N. Morial Convention Center

TIME: 11:00 a.m.

STAFF CONTACT: Karen A. Tramontano

I. PURPOSE

You will be addressing the American Federation of Teachers' Bi-Annual Convention. In your remarks you will discuss the importance of school discipline and school safety. You will also announce a White House Conference on School Safety and highlight some of the school safety policies promoted by the Administration--school uniforms, tough truancy laws, community-based curfews and zero tolerance for guns. You will call on Congress to support your education agenda: improving and reforming K-12 education by raising standards for students and teachers; strengthening accountability; expanding public school choice; reducing class size; modernizing public schools, investing in technology; expanding after-school learning and ending social promotions.

II. BACKGROUND

AFT will be voting to elect new officers and a new executive council. Sandy Feldman will be re-elected President and Ed McElroy will be re-elected Secretary-Treasurer. Nat LaCour will be elected to a newly created Executive Vice President position. LaCour is also a member of the White House Commission on Presidential Scholars.

On Friday, Sandy Feldman called on state and local elected officials to stop issuing emergency credentials to teachers. She also outlined a 7 point plan to improve teacher quality that includes the following: incentives for experienced but ready-to-retire teachers to remain in the classrooms; incentives for teachers to become certified in additional fields; flexible scheduling and part-time teaching opportunities for retired teachers; recruiting paraprofessionals with college credits and supporting their efforts to become teachers; raising teachers' salaries and returning qualified supervisors and administrators to the classroom.

The biggest convention issue for AFT was the AFT/NEA merger vote. Three weeks ago, delegates to the NEA Representative Assembly voted against the merger proposal--60% to 40%. Nonetheless, AFT Convention delegates will vote on the merger proposal. Additionally, the delegates will vote on whether authority should be given to local and state bodies to merge voluntarily with NEA local and state affiliates.

III. PARTICIPANTS

Pre-brief

Doug Sosnick
Karen Tramontano
Michael Cohen

Event Participants

You will be addressing an audience of approximately 3000 delegates. These delegates are mostly public school teachers. The audience will include other school related personnel who work in public education like school nurses, bus drivers, cafeteria workers and other public employees. Secretary Herman who will be receiving an award from AFT will be on stage.

IV. PRESS PLAN

Open Press

V. SEQUENCE OF EVENTS

- YOU will be greeted upon arrival by Sandy Feldman, Ed McElroy and Nat LaCour
- YOU will proceed to a pipe & drape holding area to meet briefly with the officers
- YOU will proceed to a photo-receiving line to greet approximately 50 members of AFT's Executive Council
- YOU will be accompanied to the stage by the officers with an off-stage announcement
- YOU will be introduced by Sandy Feldman
- YOU will make remarks
- YOU will work a rope-line and then depart.

VI. REMARKS

To be provided by speech writing

VII. ATTACHMENTS

AFT Press Release outlining President Sandy Feldman's address



U.S. DEPARTMENT OF EDUCATION
HOUSE APPROPRIATIONS COMMITTEE CUTS IN
THE PRESIDENT'S FY1999 PRIORITY EDUCATION PROGRAMS

July 16, 1998

"On balance, this bill fails to provide young Americans with the schooling and training that will be essential to their success as working adults, and to our success as a nation. The bill is fundamentally flawed. Overall, it cuts \$2 billion from our request for education investment, short-changing initiatives on education reform, on raising educational achievement for our children, and on providing focused help for students who need it most... This bill shortchanges investments in education, and if it were sent to me in its current form, I would have no choice but to veto it."

-President William Jefferson Clinton, July 14, 1998

(IN THOUSANDS OF DOLLARS)

Program	FY1998	President's FY1999 Request	House Appropriations Committee FY1999	Funds Denied	Impact
<u>America Reads Challenge</u> . Helps children to read well and independently by the end of the third grade	- 0 -	\$260,000	- 0 -	(\$260,000)	Would deny funding to schools and communities to help improve reading programs by linking home, school, and community efforts; providing tutoring connected to quality classroom instruction; improving teacher training in reading; and providing family literacy activities to help children become successful readers.
<u>21st Century Community Learning Centers</u> . Funds school-community partnerships to keep schools open after regular hours as safe havens for enhanced learning	\$40,000	\$200,000	\$60,000	(\$140,000)	Would deny participation of approximately 425,000 additional school-age children in before- and after-school programs that include tutoring, computer classes, arts, music and cultural programs, supervised recreation and community service opportunities in safe, drug-free environments.
<u>Extra Help in the Basics (Title I LEA Grants)</u> . Helps disadvantaged students learn the basics	\$7,375,232	\$7,767,000	\$7,375,232	(\$391,768)	Would deny funds that would help an additional 520,000 educationally disadvantaged children boost their basic skills and improve the entire academic programs in schools.
<u>Technology Teacher Training</u> . Helps to train new teachers to use technology in the classroom	- 0 -	\$75,000	- 0 -	(\$75,000)	Would deny specialized training to a large number of new teachers entering the profession to help them learn to maximize the use of technology to strengthen curriculum and enhance student learning.

Program	FY1998	President's FY1999 Request	House Appropriations Committee FY1999	Funds Denied	Impact
<u>Technology Literacy Challenge Fund.</u> Helps provide computers, software and technology training to schools	\$425,000	\$475,000	\$425,000	(\$50,000)	Would deny Federal funding to 400 school districts to provide students and teachers with access to classroom computers, training, and the latest educational software and telecommunications technology to improve teaching and learning in the core subjects.
<u>Safe and Drug-Free Schools (State Grants and National Programs).</u> Helps schools become safe, drug-free learning environments	\$556,000	\$556,000	\$556,000	—	The Committee failed to earmark \$125 million for competitive grants to support effective prevention efforts in up to 100 school districts with severe drug and safety problems and quality prevention plans.
<u>Safe and Drug-Free Schools Coordinators.</u> Places drug and violence prevention program coordinators in middle schools	- 0 -	\$50,000	- 0 -	(\$50,000)	Would deny 6,500 middle schools (almost one-half in the country) the benefit of a full-time expert to plan, design, and implement successful drug and violence prevention programs.
<u>Educational Opportunity Zones.</u> Helps to raise student achievement in high-poverty urban and rural communities	- 0 -	\$200,000	- 0 -	(\$200,000)	Would deny grants to approximately 35 high-poverty urban and rural school districts to improve low-performing schools, to strengthen educational accountability, and to provide families with broader choices within the public school system.
<u>Raise Educational Standards - Goals 2000.</u> Helps schools raise academic standards, improve teaching, expand the use of technology and increase parental involvement	\$491,000	\$501,000	\$245,500 ¹	(\$255,500)	Would reduce by half the number of grants to States to support comprehensive local reform efforts, and would help 6,000 fewer schools develop challenging State standards, coordinate student assessments, enhance teacher preparation and licensure requirements, and provide parental and community activities.
<u>Upgrade Teacher Skills - Eisenhower Professional Development (State Grants).</u> Improves teachers' skills in core academic subjects	\$335,000	\$335,000	\$285,000 ²	(\$50,000)	Would reduce the average State grant by \$950,368 and would deny Federal funds for improved professional development for a significant number of educators and other school personnel nationwide.
<u>Interagency Research Initiative.</u> Improves reading and math instruction	- 0 -	\$50,000	- 0 -	(\$50,000)	Would not fund a 5-year research initiative to develop strategies needed to improve the acquisition of reading and mathematics skills at the K-9 level, specifically focusing on critical periods in the cognitive development of children.

¹ The House Appropriations Committee removes the priority of raising standards in Goals 2000 by permitting the funds to be used as an unfocused, unaccountable block grant.

² The House Appropriations Committee removes the priority of providing sustained professional development for teachers in the Eisenhower program by permitting the funds to be used as an unfocused, unaccountable block grant.

Program	FY1998	President's FY1999 Request	House Appropriations Committee FY1999	Funds Denied	Impact
<u>School to Work</u> . Connects classroom learning to future careers and to real work situations.	\$200,000	\$125,000	\$75,000	(\$50,000)	Would reduce the average State grant by \$1,877,273 and the average grant for high-poverty urban and rural areas by \$121,000. Would significantly slow State and local efforts to provide career-related coursework and work-based learning experiences to substantially more than 1 million students in well over 3,000 high schools.
<u>High Hopes for College</u> . Gives disadvantaged students and their families pathways to college by connecting middle and high schools with colleges and universities	- 0 -	\$140,000	- 0 -	(\$140,000)	Would deny more than one million (over 5 years) at-risk, middle school students critical academic and support services such as mentoring, tutoring and college visits needed to raise educational expectations, increase academic achievement, and eliminate the barriers these students face in preparing for and pursuing a postsecondary education.
<u>Work-Study</u> . Helps students pay for college by working part time	\$830,000	\$900,000	\$850,000	(\$50,000)	Would deny approximately 57,000 students the opportunity to work and earn funds to help pay for college, learn general job-related skills and explore career opportunities while attending college.
<u>Teacher Recruitment and Preparation</u> . Helps to recruit and prepare talented, dedicated, and well-prepared teachers for America's classrooms	\$2,212	\$67,000	\$2,212	(\$64,788)	Would withhold funding for the President's plan to recruit, prepare and support excellent and diverse teachers by providing approximately 7,000 scholarships to help recruit new teachers for high-poverty urban and rural areas and to improve teacher preparation by establishing partnerships between schools and universities to give the teachers the best preparation possible.
<u>Learning Anytime Anywhere Partnerships</u> . Supports access to quality postsecondary education for underserved populations through the use of technology and related innovations	- 0 -	\$30,000	- 0 -	(\$30,000)	Would deny support to projects that would improve technology-based learning opportunities for individuals, such as the disabled, dislocated workers, those making the transition from welfare to work, and others who do not have easy access to traditional campus-based postsecondary education.
CUTS IN OTHER PRIORITY DISCRETIONARY EDUCATION PROGRAMS				(\$150,000)	

TOTAL CUTS IN THE PRESIDENT'S PRIORITY DISCRETIONARY PROGRAMS: - \$2 BILLION

SCHOOL CONSTRUCTION AND MODERNIZATION, AND CLASS SIZE REDUCTION

Program	President's Request	Senate- and House-Passed Budget Resolutions	Difference	Impact of House- and Senate-Passed Budget Resolutions
<u>School Construction and Modernization.</u> Provides Federal tax credits to pay interest on bonds – making them interest-free – to help local communities make their school bonds go much further in renovating and building needed schools	\$3.3 billion over 5 years ³ (\$21.8 billion in bonding authority for two years)	- 0 -	- \$3.3 billion over 5 years	Would not provide funds to build some 1,000 public schools and renovate more than 5,000 others to make them safer and less overcrowded, and to meet substantial enrollment increases and repair crumbling school facilities. Would make it much more difficult to have modern schools with smaller class sizes in communities throughout the country.
<u>Class Size Reduction.</u> Reduces class sizes in grades 1-3 to give children more personal attention and get them on the right track	\$1.1 billion in FY1999	- 0 -	- \$1.1 billion in FY1999	Would deny funds to schools to hire and train an additional 100,000 qualified teachers over the next 7 years to reduce class size, provide children with more individual attention, make classrooms more orderly and help children learn to read.

³ Joint Committee on Taxation estimate.