

—
THE WHITE HOUSE

Mayors

Mike —

This will come up at the US
Conference of Mayors
meeting in Reno. The
meeting is being held
June 19-23.

Lyndon Cutler

Resolution No. 49

*Mike
Cahill*

Submitted By:

The Honorable Beverly O'Neill
Mayor of Long Beach

SUPPORT FOR A NEW WORKFORCE DEVELOPMENT SYSTEM

1. **WHEREAS**, The U.S. Conference of Mayors has had strong policy supporting systemic change in our country's workforce development system for the last eight years; and
2. **WHEREAS**, an efficient and effective workforce development system is essential to the employment opportunities of a city's citizens; and
3. **WHEREAS**, both the House and Senate have passed bills supporting a new workforce development system; and
4. **WHEREAS**, Congress has appropriated \$250 million for Out-of-School Youth to be awarded in competitive grants in FY 98, but which must receive authorizing legislation by June 30, 1998; and
5. **WHEREAS**, The U.S. Conference of Mayors supports the concept of this legislation, which would provide a meaningful role for the mayor or chief local elected official; and
6. **WHEREAS**, under the Job Training Partnership Act (JTPA) of 1982 stipulates "any unit of general local government with a population of 200,000 or more" shall be automatically approved by the Governor as a service delivery area upon request,
7. **NOW, THEREFORE, BE IT RESOLVED** that The U.S. Conference of Mayors supports passage of the Workforce Investment Partnership Act by June 30, 1998, to ensure funding of the \$250 million Out-of-School Youth Program, retaining the JTPA population threshold of 200,000 as under current law; and

8. **BE IT FURTHER RESOLVED** that The U.S. Conference of Mayors strongly supports the inclusion of school-to-career activities in this legislation; and
9. **BE IT FURTHER RESOLVED** that funding must be maintained at least at current levels for the Summer Youth Employment Program in this legislation.

Projected Cost: Unknown

Resolution No. 50

Submitted By:

The Honorable Beverly O'Neill
Mayor of Long Beach

**EXPANDING EDUCATION AND TRAINING OPPORTUNITIES AVAILABLE UNDER
WELFARE REFORM**

1. **WHEREAS**, the Personal Responsibility and Work Opportunity Reconciliation Act currently includes 12 activities that may count as meeting the work requirement:
 - 1) Unsubsidized employment;
 - 2) Subsidized private employment;
 - 3) Subsidized public employment;
 - 4) Work experience, if sufficient private sector employment is unavailable;
 - 5) On-the-job training;
 - 6) Job search and job readiness;
 - 7) Community service programs;
 - 8) Vocational education training, not to exceed 12 months;
 - 9) Job skills training directly related to employment;
 - 10) Education directly related to employment, in the case of a recipient who has not received a high school diploma or a certificate of high school equivalency;
 - 11) Satisfactory attendance at secondary school or in a course of study leading to a certificate of general equivalency, in the case of a recipient who has not completed secondary school or received such a certificate; and
 - 12) The provision of child care services to an individual who is participating in a community service program; and
2. **WHEREAS**, because post-secondary education does not meet the work requirement, there is evidence that many recipients are dropping out of community colleges; and
3. **WHEREAS**, currently states have the option to limit the period of time in which a recipient may engage in education and training activities to 12 months; and

4. **WHEREAS**, research shows that educational attainment is directly linked to future earnings, as, for example, in New York State where a study found that 80 percent of welfare recipients who obtained a two-year degree left the welfare roles and earned above-poverty wages,
5. **NOW, THEREFORE, BE IT RESOLVED** that The U.S. Conference of Mayors urges the federal government to expand the definition of work activities to include post-secondary education and to require states to define education and training in excess of 12 months as meeting the work requirement.

Projected Cost: Unknown

Resolution No. 51

Submitted By:

The Honorable Beverly O'Neill
Mayor of Long Beach

WELFARE-TO-WORK

1. **WHEREAS**, The U.S. Conference of Mayors strongly supported the creation of the Welfare-to-Work program because of concern that the enacted welfare reforms would not adequately support the achievement of the employment goals driving welfare reform; and
2. **WHEREAS**, a majority of states applied for FY 98 formula funding and many more are in the process of applying; and
3. **WHEREAS**, organizations in collaboration with cities across the country have focused on the competitive grants -- the remaining 25 percent of Welfare-to-Work funding -- evidenced by over 600 applications the U.S. Department of Labor Department received for the first of four rounds of competition; and
4. **WHEREAS**, the Welfare-to-Work program was created as compliment -- a necessary one -- to the TANF program, using highly targeted funds to help localities move long-term recipients with multiple barriers into work; and
5. **WHEREAS**, the need for targeted funds is even more pronounced as caseloads drop, with cities registering a much slower rate of decline, leaving many cities with disproportionate share of hard-to-place recipients; and
6. **WHEREAS**, employers have expressed concern over the lack of available skilled workers, with many studies focusing on the deficiency in skills of long-term welfare recipients, a U.S. Conference of Mayors study found that nine of 10 cities surveyed did not have enough low-skilled jobs place recipients in work activities; and

7. **WHEREAS**, the Welfare-to-Work program was enacted in August, 1997, with an effective date of October 1, 1997 -- states have until June 30, 1998 to apply for FY 98 funds -- with five years to expend funds, this program is in its initial stages,
8. **NOW, THEREFORE, BE IT RESOLVED** that The U.S. Conference of Mayors opposes any efforts to weaken the Welfare-to-Work program by diverting unused funds, reducing agreed-upon funding levels; and
9. **BE IT FURTHER RESOLVED** that The U.S. Conference of Mayors urges the reinvestment of any unused funds into the program.

Projected Cost: no additional cost

Resolution No. 47

*Mike
Cohen*

Submitted By:

The Honorable Beverly O'Neill
Mayor of Long Beach

SUPPORT FOR PUBLIC SCHOOLS

1. **WHEREAS**, mayors recognize that quality public schools are a city's best economic development tool; and
2. **WHEREAS**, the nature of our global economy mandates that our young people attain skills that will enable them to compete in this arena; and
3. **WHEREAS**, urban school districts have disproportionately inadequate school facilities, which are in varying states of disrepair and which are unsafe for their students; and
4. **WHEREAS**, a comprehensive survey of America's elementary and secondary schools conducted by the General Accounting Office found that more than 14 million children attend schools in need of extensive repair or replacement; and
5. **WHEREAS**, research has shown that students attending small classes in the early grades make more rapid educational progress than students in larger classes; and
6. **WHEREAS**, as many as five million children are home alone after-school each week, spending more time without constructive activities and supervision than time in school; and
7. **WHEREAS**, mayors have supported high standards for both students and teachers, partnerships and accountability to improve public schools,
8. **NOW, THEREFORE, BE IT RESOLVED** that The U.S. Conference of Mayors supports the President's initiatives on improving public schools, which includes:

- School Modernization -- establishing and expanding tax incentives to help local and state school districts address school construction backlogs, which would subsidize a total of \$9.7 billion in bond authority yearly in 1999 and 2000;
 - Class Size Reduction -- reducing class size to 18 nationally in grades one to three, and ensuring that students are taught by well-trained, qualified teachers by providing \$1.1 billion in FY 1999 and \$7.3 billion over five years to help communities and states recruit, train and hire an additional 100,000 teachers;
 - Urban Education Opportunity Zones -- providing support for school districts that are demonstrating improvements including standards-based reforms that raise students achievement, by granting \$1.5 billion over five years to urban school districts to continue to improve student performance and lower dropout rates;
 - Expand After School Care -- expanding the 21st Century Learning Centers Act by providing \$200 million in each fiscal year to help communities provide after-school programs; and
9. **BE IT FURTHER RESOLVED** that The U.S. Conference of Mayors urges to pass legislation on these initiatives.

Projected Cost: \$31.8 billion over five years

Resolution No. 48

Submitted By:

The Honorable Wellington E . Webb
Mayor of Denver

**SUPPORTING READING CERTIFICATION PROGRAMS AND
MENTORING IN CLASSROOMS**

1. **WHEREAS**, the success of public school systems in educating their students is an important measure of the quality of life in American cities; and
2. **WHEREAS**, public school systems are now being judged by their success in educating all students to the highest levels in literacy as measured by reading test scores; and
3. **WHEREAS**, this new task requires new skills in teaching of reading on the part of school teachers and administrators in elementary and secondary schools; and
4. **WHEREAS**, American cities are committed to working in partnership with school systems, teachers and communities to achieve a successful education for all children,
5. **NOW, THEREFORE BE IT RESOLVED** that the U. S. Conference of Mayors calls for funding for a two-part initiative to train all teachers in the teaching of reading appropriate to the age level of their students:

PART ONE: Funding for the development of weekend and evening reading certification programs at the graduate level targeted at practicing teachers in middle and high schools as well as for lower and upper elementary school teachers to ensure these programs include mentors to work with the teachers in the teachers' classrooms to integrate the new skills and strategies into the teachers' classroom practice;

PART TWO: Funding for tuition assistance to teachers enrolling in these programs.

6. **BE IT FURTHER RESOLVED** that the U. S. Conference of Mayors urges President Clinton and the Congress to work together to support and encourage effective and meaningful programs which involve partnering of local governments, school districts and higher education institutions to meet the pressing need to provide teachers with the new skills to meet the education challenges of the information economy.

Projected Cost: Unknown

Resolution No. 45

Submitted By:

The Honorable Beverly O'Neill
Mayor of Long Beach

Mike Cohen

STRENGTHENING PUBLIC SCHOOLS IN AMERICA'S CITIES

1. **WHEREAS**, the Mayors Conference on Public Schools -- held in Washington, DC May 6-7, 1998, continued to build upon a series of U.S. Conference of Mayors events focusing on mayoral commitment to public schools; and
2. **WHEREAS**, in particular mayors discussed how they can exhibit leadership in setting the public school agenda and the importance of partnerships and support of the private sector, police, education community, community-based organizations and federal and state entities; and
3. **WHEREAS**, an agenda for action was drafted which includes specific recommendations for five key areas:
 - Mayors as Leaders in Setting the Public School Agenda -- Using the position of mayor to form coalitions and partnerships, leverage resources
 - Ensuring Quality Education -- Accountability, preparation of teachers and students, reducing class size, and curriculum standards
 - Encouraging Private Sector Commitment to Improve Schools -- Business efforts in investment, technology and marketable skills to improve the quality of public school education
 - Community Involvement in Public Schools -- Steps that can be taken by police, educational institutions and community organizations to increase community participation and safety
 - Federal and State Roles -- Ensuring that federal and state governments support city-wide efforts to improve education,
4. **NOW, THEREFORE, BE IT RESOLVED** that The U.S. Conference of Mayors adopt as its policy the action agenda included in Strengthening Public Schools in America's Cities, the report produced by the Washington meeting; and

Resolution No.44

Submitted By:

The Honorable Richard M. Daley
Mayor of Chicago

OPPOSITION TO GLOBAL POLITICAL VIOLENCE

1. **WHEREAS**, freedom of expression of one's political views is the backbone of any true political democracy; and
2. **WHEREAS**, The U.S. Conference of Mayors supports the concept that all citizens of the world should have the opportunity to reside in a true political democracy; and
3. **WHEREAS**, in some parts of the world individuals or groups that hold conflicting political views resort to violence, mayhem or murder as a result of political disagreements; and
4. **WHEREAS**, The U.S. Conference of Mayors supports the freedom of political expression and abhors violence being used to stifle democracy and freedom of political expression,
5. **NOW, THEREFORE, BE IT RESOLVED** that The U.S. Conference of Mayors urges individuals, political parties and countries to refrain from political violence as a means of suppressing freedom of expression.

Projected Cost: Unknown

Resolution No. 46

Submitted By:

The Honorable Thomas M. Menino
Mayor of Boston

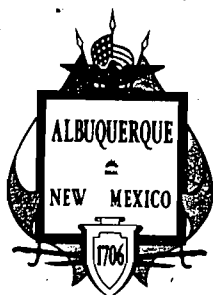
The Honorable Richard M. Daley
Mayor of Chicago

PUBLIC EDUCATION: THE CORNERSTONE OF OUR FUTURE

1. **WHEREAS**, Mayors recognize the importance of a quality public education system to their cities and the global economy; and
2. **WHEREAS**, the economic vitality of a city is linked to the performance of its schools and well-educated workers contribute to the economic development potential of a city; and
3. **WHEREAS**, the definition of education can no longer be thought of as solely what occurs in the classroom but rather what happens before, during and after school and is on-going throughout life; and
4. **WHEREAS**, mayoral involvement in educational partnerships can produce significant improvements in local schools; and
5. **WHEREAS**, all mayors, regardless of the level of control over the school system they possess according to local needs and structures, should play a leading role in the community calling for greater accountability and results; and
6. **WHEREAS**, the President has proclaimed and it has been recognized nationally that innovative ideas developed at the local level have the potential to transform education; and
7. **WHEREAS**, The U.S. Conference of Mayors believes the following to be true:
 - Mayors are uniquely positioned to establish quality education as the highest priority of a city;

5. **BE IT FURTHER RESOLVED** that The U.S. Conference of Mayors continue efforts to improve and ensure the quality of public education as a priority activity in the coming year.

Projected Cost: Unknown



City of Albuquerque

P.O. BOX 1293 ALBUQUERQUE, NEW MEXICO 87103

May 12, 1998

The Honorable Joe Skeen
United States Congressman
New Mexico Second Congressional District
1065B South Main, Suite A
Federal Building
Las Cruces, New Mexico 88001

Dear Congressman Skeen:

I am writing to ask you to support President Clinton's recently proposed legislation which seeks increased funding to strengthen after-school programs and school infrastructure.

I just returned from meeting with President Clinton to discuss national education priorities. The new APS Superintendent, Dr. Brad Allison, and I attended the White House Conference for Mayors on Education where we addressed critical concerns that confront public education.

Our school district is desperately in need of this new funding. For example, a recent survey of 12,000 APS students determined that 44% of APS middle school students are home alone after school. This translates into almost 9000 middle school children, ranging in ages from 11 to 13, who spend their afternoons completely unsupervised. A generation ago, this widespread neglect would have been unheard of.

Our school infrastructure is also in desperate need of upgrading. The average APS school is over 40 years old. And several APS schools currently in use were built during the Great Depression.

I personally applaud the President's leadership on these issues, and ask for your strong support.

Sincerely,


Jim Baca
Mayor of Albuquerque

*Colleagues -
great example
of positive activity
following Mayor's
Conf. on Public
Schools
Mickley*



City of Albuquerque

P.O. BOX 1293 ALBUQUERQUE, NEW MEXICO 87103

May 12, 1998

The Honorable Bill Redmond
United States Congressman
New Mexico Third Congressional District
1494 South Saint Francis Drive
Santa Fe, New Mexico 87505

Dear Congressman Redmond:

I am writing to ask you to support President Clinton's recently proposed legislation which seeks increased funding to strengthen after-school programs and school infrastructure.

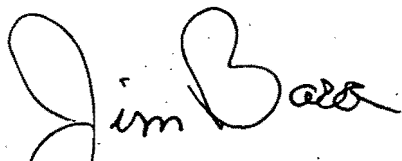
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I personally applaud the President's leadership on these issues, and ask for your strong support.

Sincerely,



Jim Baca
Mayor of Albuquerque



City of Albuquerque

P.O. BOX 1293 ALBUQUERQUE, NEW MEXICO 87103

May 12, 1998

The Honorable Pete V. Domenici
United States Senator
625 Silver Avenue SW
Albuquerque, NM 87102

Dear Senator Domenici:

I am writing to ask you to support President Clinton's recently proposed legislation which seeks increased funding to strengthen after-school programs and school infrastructure.

I just returned from meeting with President Clinton to discuss national education priorities. The new APS Superintendent, Dr. Brad Allison, and I attended the White House Conference for Mayors on Education where we addressed critical concerns that confront public education.

Our school district is desperately in need of this new funding. For example, a recent survey of 12,000 APS students determined that 44% of APS middle school students are home alone after school. This translates into almost 9000 middle school children, ranging in ages from 11 to 13, who spend their afternoons completely unsupervised. A generation ago, this widespread neglect would have been unheard of.

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Sincerely,

Jim Baca
Mayor of Albuquerque



City of Albuquerque

P.O. BOX 1293 ALBUQUERQUE, NEW MEXICO 87103

May 12, 1998

The Honorable Jeff Bingaman
United States Senator
625 Silver Avenue SW
Albuquerque, NM 87102

Dear Senator Bingaman:

I am writing to ask you to support President Clinton's recently proposed legislation which seeks increased funding to strengthen after-school programs and school infrastructure.

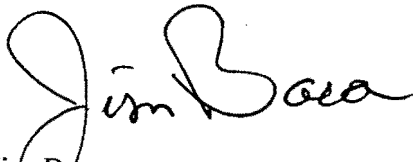
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Sincerely,



Jim Baca
Mayor of Albuquerque

EDUCATION OPPORTUNITY ZONES QUESTIONS AND ANSWERS

For internal use only -- May 7, 1998

What is the purpose of the Education Opportunity Zones?

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

How do the Zones relate to the President's other new initiatives?

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

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

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

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

We were pleased to note that when introduced in Congress by Senator Kennedy and Congressman Clay they were joined by TK co-sponsors in the House and TK co-sponsors in the Senate. Improving public schools in our most disadvantaged communities should be a bipartisan national priority. Lawmakers in both parties are keen on finding tough, effective ways to address low achievement in some of our largest cities, and we expect this proposal to gain strong bipartisan support.

How many grants are expected to be awarded and what will be their size?

The Zone initiative would invest approximately \$200 million in FY 99, and \$1.5 billion over five years. We expect to fund over 50 grants to urban and rural communities. The Zones will be selected in two rounds, the first in FY 1999, and the second in FY 2001. Grants will be awarded for 3 years. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching the agreed benchmarks.

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

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

Do Zone districts have to participate in the national tests?

No. We are pleased that 16 major school districts have already made a commitment to take part in the national tests of 4th grade reading and 8th grade math, but participation in these tests is voluntary. However, successful Education Opportunity Zone applicants must show that they have firmly integrated challenging standards and tests (which could include state, local, or national assessments) into their strategies for raising student achievement.

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

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

**Q's and A's for Meeting with Mayors
May 7, 1998**

Q. What is the likelihood that Congress will pass your education agenda this year?

A. They should pass all of it. We have laid out a comprehensive agenda to strengthen American public education, and we are working hard to secure its enactment. We need to invest in school modernization, smaller classes, better-prepared teachers, higher standards, greater accountability and other measures to improve public schools.

Some key elements of my agenda are slowly working their way through the Congress in a bipartisan fashion--the way we ought to work on education. Earlier this week the Senate passed its version of my G.I. Bill for America's Workforce, that will overhaul our job training programs. I hope that bill will come to my desk by July 1. My America Reads proposal has been passed by the House and is awaiting consideration in the Senate. The House has also passed a bipartisan charter schools bill -- I hope the Senate will take that up soon as well. And the House has just passed my High Hopes proposal as part of the Higher Education Act, which will help colleges form partnerships with middle schools, to help provide low income students with mentors other support to spark their interest in college, and help them prepare to attend. So we are making progress in some areas.

However, on a number of critical education issues -- school modernization, smaller classes, reforming urban public schools -- the Congress is either doing nothing or the wrong thing. Instead of taking the steps to strengthen our public schools, both the House and Senate have recently passed bills that would drain resources from our public schools. The Senate rejected proposals that would have instead helped strengthen public schools.

But the session is not over, and there is still a chance for the Congress to do the right things. I'll continue to fight for smaller classes, modern school buildings, after school programs, technology for our schools and other initiatives. I'll need your help to convince members of Congress that they should support these initiatives.

Q. Many Mayors believe that the federal government can best support urban education reform by providing block grants directly to local communities. This approach would provide local communities with the flexibility they need, instead of requiring them to follow Washington's dictates. Would you support local block grants?

A. I am in favor of giving local communities maximum possible flexibility in using federal education funds, though I have serious reservations about most of the block grant proposals I have seen. Federal education programs must have clear purposes, they must target the funds to the communities that need it the most, and there must be accountability for results, and any block grant proposal should meet these same tests.

Over the past 5 years, Secretary Riley has overhauled every one of the federal programs

for elementary and secondary education, making them more flexible, less bureaucratic, and more clearly focused on getting results. He has eliminated two-thirds of the regulations covering elementary and secondary education programs, and launched two major new programs -- Goals 2000 and School-to-Work programs, without issuing a single new regulation. We fought to get authority from Congress to waive federal requirements where they interfered with local education reforms, and Secretary Riley has approved more than 200 waivers so far.

According to a recent GAO study, federal education funds are eight times more likely than state funds to target disadvantaged students. Certain block grant proposals -- which provide funds to states -- would most likely result in less targeting of federal funds and would therefore be detrimental to many cities.

Third, federal education programs serve important national purposes, such as providing disadvantaged students with extra help to learn the basics, helping schools incorporate technology into classrooms, helping communities raise academic standards, or supporting the growth of charter schools. These purposes won't be met if we fold all of these programs into block grants. And federal funding for education will decline. In 1981, 42 education programs were block granted into one program. Today, that block grant received half of the funding it did then.

Q. Many urban school systems are putting in place the right reform strategies, but lack the resources necessary to fully or effectively carry them out. How do your initiatives target funds to the communities with the greatest needs?

A. I agree that additional funds can make a difference if they help support real reforms based on higher standards, increased accountability, and more choice, and I am glad that a growing number of cities are moving in this direction. Most of my new initiatives specifically target funding to high poverty urban, and rural, school districts, including the Education Opportunity Zone proposal, our 21st Century After-School Learning programs, and the High Hopes initiative that builds college-school partnerships to help low income students make their way to college. My proposal to reduce class size in the early grades would ensure that low income communities get their fair share of the funds (the same proportion as they receive under Title 1), and my school modernization proposal calls for half of the bonding authority to go to the poorest urban districts.

Q: Are we finally going to reform our job training system this year?

Background. In May 1997, the House passed a bill that incorporates these principles and on Tuesday the Senate passed their version of this bill with overwhelming bipartisan support. The Administration supports passage of the Senate bill, but strongly opposes an amendment (offered by Sen. Ashcroft) prohibiting the use of funds available under the Act to carry out activities authorized under the School-to-Work Opportunities Act.

In addition, you should know that the Mayors had been concerned about a provision in the original version of the Senate bill that would give Governors more control over training funds to cities with populations between 200,000 and 500,000. Their concerns have been addressed with an amendment (offered by Senator Lautenberg) that would permit the Secretary of Labor to continue funding those affected cities which are meeting performance standards if the Governor elects to discontinue the training funds.

- A:** I am pleased that on Tuesday the Senate passed their version of my G.I. Bill for America's Workers with a strong bipartisan vote (91-7). I am pushing to get this bill to my desk by July 1 in order to make available \$250 million for the Youth Opportunity Areas initiative which would greatly benefit America's cities. I want to thank you for your support for this critical program to create jobs and opportunity for out-of-school youth.

This new G.I. Bill would also fundamentally reform our employment and training system by empowering Americans to gain new skills with a simple skill grant. In addition it would consolidate the tangle of training programs; create a network of One-Stop Career Centers; increase accountability to ensure results; and empower people to gain the skills that are in greatest market demand.

And, the new G.I. Bill would provide mayors with more local control. The bill would allow States and communities to tailor programs to locally determined needs and it ensures that business, labor, and community organizations are full partners in system design and quality assurance.

- Q.** The Junior ROTC program has been a great benefit to our efforts to improve education in Chicago. One of the best things the federal government can do is to expand this program, so that more units can be established and more students can participate. What can you do to help expand J-ROTC?

Background: Mayor Daley made the above point in his opening remarks to the Mayors yesterday, and we anticipate he will raise it today. While the J-ROTC program has expanded significantly over the past 6 years, DOD currently has no plans to ask for further expansion in the number of ROTC units.

- A.** The Junior ROTC program fulfills an important role in teaching citizenship, leadership, teamwork and self-discipline to students in high schools nationwide. Since 1992, the Junior ROTC program has grown from 1,600 to over 2,500 units. This expansion has resulted in an increase in student participation from 200,000 students in 1992 to 380,000 student in 1997. The funding for the program increased from \$80 million in 1991 to \$164 million in 1997. In my FY 1999 budget request, I have asked for \$167 million to support the J-ROTC program.

Revised 5/7/98 1 pm.

PRESIDENT WILLIAM J. CLINTON
REMARKS FOR MAYORS CONFERENCE ON
PUBLIC SCHOOLS
THE WHITE HOUSE
MAY 7, 1998

I want to welcome you back to the White House, and to thank you for holding this conference on one of the most critical challenges facing our nation: How we will prepare our children for the 21st Century. I have said, over and over, that we need nothing less than a revolution of rising expectations in our schools. A revolution of standards -- of accountability -- of choice. That is how we will save our schools. And the mayors of our great cities are leading the way.

For a century and more, our cities have been America's dynamo of opportunity and social mobility.

And America's public schools have been the renewing force of our democracy and the key to the American Dream. Our city schools have made real Horace Mann's vision of a "free education for the whole people." For generations, our public schools have taught all our children -- whether they descend from those who came on the Mayflower, or in the hold of a slave ship, or on a jet to San Francisco -- not only how to read and write, but what it means to be an American.

Now, we must strengthen our public schools for the 21st Century. There is still very much to be proud of in American education -- dedicated teachers, visionary principals, involved parents, hard-working students.

In recent years, spurred by your example, we have made great progress. But we have much more to do.

In the past few years, we have opened the doors of the world's best system of higher education to all Americans. And we are moving forward on other levels as well. On Tuesday, the Senate passed -- with overwhelming bipartisan support -- a bill that articulates the principles in my GI Bill for America's Workers. Working together, we can get this bill to my desk soon -- and streamline the current tangle of training programs into a simple skills grant for workers to choose the training they need.

This is one more important way we can ensure that education continues throughout a lifetime.

But we know that our public schools are not the best in the world. And, as the Information Age becomes more and more of an Education Age, we have an ever greater obligation to make sure our children gain the skills and the knowledge to thrive in the 21st Century.

So I thank you for the action plan you are presenting to the nation. It reflects the lessons learned in communities across America. It reflects the goals I have sought to advance in my State of the Union Address, and in my speeches across this nation.

Every child in every community must master the basics with national standards in fourth grade reading and eighth grade math. Every child in every community must have the chance to learn in small classes in the early grades. That is why I have proposed a national effort to hire 100,000 more teachers, so that class size in the early grades will be reduced to an average of 18.

Every child in every community should have more public school choice ... and the opportunity to learn in a modern, safe, state-of-the-art school. And no child in any community should be passed from grade to grade without mastering the material. This is the right way to strengthen education in America.

I have often said that there is no problem anywhere in America that hasn't been solved somewhere in America. We will do what we can to shine a spotlight on reforms that work at the local level. Today the Department of Education is releasing a report -- *Turning Around Low-Performing Schools* -- that shows what works. The conclusions of this report are plain: When parents and teachers take responsibility, asking more of themselves, their children, and their leaders, then we can replace failure with triumph in the classroom. When our people come together to take responsibility, then no school is a lost cause.

This is exactly what is happening in Chicago. A few years ago, Mayor Daley and the people of Chicago looked at their public schools and saw low test scores, high drop-out rates, students earning diplomas they couldn't read. But they didn't walk away, they went to work.

Chicago ended social promotion. And the winds of change -- of high standards and uncompromising excellence have swept through every classroom. The time when a child could slip through school without mastering the basics is now history. The misguided notion that holding a child back a grade would destroy self-esteem has fallen away.

We simply don't do any child any favors by passing them on from grade to grade when they haven't mastered the material. If a child can't read a want ad or fill out a job application, the exciting and unprecedented opportunities of 21st Century will be meaningless to them.

We must use standards and testing to identify the children who are failing to learn and make sure they get the extra help and attention they need. We must say to every single student that America cares whether or not you learn to read, add, multiply and divide, that we all believe in your potential to succeed.

If you're having trouble in school, we will help you make the grade, through summer school or extra help and tutoring after school.

For the past two years, I have spoken out as often as I can, calling for an end to the destructive practice of social promotion. I am pleased that your Action Plan responds to that call. More and more cities are responding as well. Today, cities such as Boston, Cincinnati, Chicago, Long Beach, Rochester, Washington DC, New York City, and Philadelphia are taking steps to end social promotions.

And when communities are willing to take responsibility for transforming their schools, then we at the national level also have a responsibility to help. It makes no sense to drown a failing school system with more money. But it makes all the sense in the world to give struggling schools -- schools who want to do the right thing, but need help -- targeted resources to do the job.

That is why I have proposed a network of Education Opportunity Zones. Today, Senator Kennedy and Rep. Clay will introduce legislation to create these Zones across America, targeting poor urban and rural communities where the schools are often in crisis.

They will spread those reforms that work: Ending social promotion. Higher standards. Recognizing good schools and turning around failing ones. Giving parents public school choice. Rewarding outstanding teachers, helping weak ones and removing bad ones. And making sure that all children get the help they need through after school tutoring and summer school. This bill should be supported by anyone who claims to care about the children who are being failed by our schools. It is the only way we can offer opportunity to -- and demand responsibility from -- all children in all communities, all across America.

There are only a few weeks left in this session of Congress -- only a few weeks left for Congress to make progress on this comprehensive agenda. But so far, the Congress has done nothing, or the wrong thing. Last month, Congress rejected smaller classes, modernized schools, more teachers, and high standards of academic excellence. Instead, they voted for an ill-advised proposal that would begin to siphon resources from the public schools and the 90% of children who attend them.

I ask Congress to join with the mayors, and educators, and parents all across the country who are mobilizing on behalf of our students and our schools.

I ask Congress to put aside partisanship, and return to the common ground of common sense in education. If we do, we can bring true reform to our schools, strengthen our national commitment to public education, and nurture the possibility and promise of all our children.

Thank you for your commitment. And I look forward to our discussion.

EDUCATION OPPORTUNITY ZONES: STRENGTHENING URBAN AND RURAL SCHOOLS

May 7, 1998

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

-- President Bill Clinton, October 28, 1997

HELPING RAISE ACHIEVEMENT FOR STUDENTS IN HIGH POVERTY

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

ENDING SOCIAL PROMOTION, AND GIVING SCHOOLS THE TOOLS TO HELP EVERY CHILD MEET HIGH EXPECTATIONS.

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

EXTRA RESOURCES TO IMPROVE TEACHING, LEARNING, AND LEADERSHIP.

School districts will use Education Opportunity Zone funds to support standards-based, district-wide reforms such as: ■ rewarding schools that make significant gains in student achievement; ■ turning around low-performing schools by implementing proven reform models, or closing them down and reconstituting them; ■ providing extra help to students who need it to meet challenging standards, through after-school, Saturday, and/or summer school programs; ■ building stronger partnerships between schools and parents, businesses, and communities; ■ implementing sound management practices and accountability systems; ■ providing intensive

professional development to teachers and principals; ■ helping outstanding teachers earn master teacher certification from the National Board for Professional Teacher Standards and rewarding them when they do; and ■ implementing programs to identify low performing teachers, assist them to improve, and fairly remove them if they fail to do so.

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

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

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

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

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

Congressional Outlook

Q: What is the likelihood of your passing the Administration's education agenda this Congress?

A: We have laid out a comprehensive agenda to strengthen American public education, and we are working hard to secure its enactment. In the initial Senate votes, while they were largely along partisan lines, several Republican Senators voted for our construction initiative, class size reduction and after school programs. We appreciated their support and we want to see that broadened.

While this is a relatively short legislative session in terms of the number of days the Congress intends to be in session, I think votes might begin to shift as members of the Senate -- and of the House -- are in their states and districts and hear what their constituents have to say about these common sense initiatives.

Trust me, there are signs of encouragement in those initial votes, and we have every intention of continuing our efforts to enact these initiatives.

Funds to Urban Districts

Q: What have you done to help address our concerns that urban districts are not getting our fair share of federal dollars?

A: Most of our new initiatives specifically target funding to local school districts, including the Education Opportunity Zone proposal, our 21st Century After-School Learning programs, our current Technology Innovation Challenge Grants, and most of our bilingual funding. The President's school construction proposal calls for half of the bonding authority to go to the poorest urban districts. In addition, most of our other programs have specific sub state targets for funding to local districts.

Q: We think education block grants to the local districts could be a good idea. What do you think?

A: We have serious concerns about block grants proposals, and I believe you should be concerned too. According to a GAO study, federal funds are eight times more likely than state funds to target disadvantaged students. Certain block grant proposals would eliminate that guarantee.

An historical look at block grants tells us that funding for education -- once there is no longer an explicit national purpose -- decreases dramatically. In 1981, 42 education programs were block granted into one. Today, that block grant (Title VI) receives half of the funding it did then.

Second, many of the Department's programs and many of the requirements the Department enforces are designed to implement civil and constitutional rights.

IDEA is an example of this.

No State has to participate in IDEA. However, the rights and protections embedded in IDEA are fundamental civil rights that guarantee children with disabilities access to equal educational opportunity that should not be compromised.

The primary responsibility for providing and paying for the services required by Federal law lies with the States. IDEA authorizes payments to assist States in carrying out their responsibilities. The Department is committed to maintaining the Federal contribution to special education.

The President's 1999 request would maintain funding for the IDEA Grants to States program at the 1998 level, which represented an increase of 64 percent over the 1996 level--an additional \$1.5 billion over 1996.

In the 1999 budget, we will provide States with funds to cover 9 percent of the excess costs. The contribution has increased significantly since 1996, when the Federal appropriation covered only 6 percent of the excess costs.

Finally, other initiatives and funding requested by the President in the area of elementary and secondary education will improve opportunities for children with disabilities and possibly reduce referrals to or the costs of special ed. These include the Class Size Reduction Initiative and the America Reads Challenge.

Q: We are also concerned about what we have heard about the new regulations, how are you responding to the concern big city superintendents are raising?

A: We did get comments on the proposed IDEA regulations from the Council of Great City Schools representing their membership. We are taking these comments, as well as all the other comments we received, very seriously as we go through the process of determining what changes need to be made for final regulations. We received over 4,500 comments by the close of the comment period.

One of the principal concerns of many of the local superintendents, including those from large cities, was the effective date of the new requirements concerning individual education programs (IEPs) for children with disabilities. On April 28, 1998, the Department announced that it would take the position that only IEPs developed on or after July 1, 1998, would be required to meet the new requirements. This was exactly the change requested by the school districts.

After-School Programs

Q: What is the Administration doing to assist communities in developing and expanding after-school learning programs?

A: As you may be aware, the President received \$40 million in the FY 1998 budget for the 21st Century Community Learning Centers Program which funds school-community partnerships to establish or expand before-and after-school programs for school-age children in public schools. Approximately 2000 local partnerships recently applied under this year's competition and we anticipate that we will be able to fund 200 to 300 new after-school grants.

As part of his historic \$21 billion child care proposal, the President is requesting a dramatic expansion of the 21st Century Program. For the 1999 budget before Congress, we have requested \$200 million for the program or one billion dollars over five years, which will fund competitive grants to approximately 4,000 centers, including continuation grants to the centers funded this year.

School Violence

Q: What is the status of violence in our schools and what is ED doing to address the problem?

A: Recent reports from ED and the Department of Justice indicate that school crime has not increased much over the past five years and that an overwhelming majority of our nation's schools do not experience any serious violent crime. Most schools are not only considered safe but many are safer than the communities in which they are located. Having said this we also need to recognize that while the amount of crime has not changed appreciably, over the past several years the nature of the crimes being committed have. Today we're seeing more children involved in gangs and more children engaging in serious violent crime. Some facts about school crime are as follows:

- 43% of schools reported NO serious or violent crime.
- 90% of schools reported NO serious violent crime.
- 47% of schools reported serious but NO violent crime.
- The percent of students reporting gangs at school nearly doubled between 1989 and 1995, from 15.3% to 28.4%.
- Less than one half of one percent of students reported taking a gun to school; however, 5.3% of students reported seeing another student with a gun at school.
- There was an increase in the percent of students reporting violent victimization at school from 3.4% to 4.2% between 1989 and 1995.

To combat crime and violence in schools ED is taking several actions. These include:

- Providing \$523 million to SEAs and LEAs for school-based drug and violence prevention programs.
- Collaborating with the Department of Justice to develop a manual on conflict resolution and provide training to educators on how to develop and implement a conflict resolution program.
- Collaborating with DOJ on truancy prevention. ED developed and disseminated a manual on truancy prevention, and both ED and DOJ are developing a discretionary grant program on truancy prevention.
- ED will give 22 states funding for Character Education programs.
- ED, Justice, CDC, and Maternal Child Health are working with the Harvard School of Public Health on the development of a series of teleconferences on violence prevention. The first teleconference will be held later in May.
- ED has worked with every state to ensure they have developed zero tolerance policies for firearms.

These are but a sampling of activities ED is engaged in. I suggested you contact the Safe and Drug Free Schools Program for additional information.

Bilingual Education

Q: In light of the recent controversy surrounding bilingual education, what is the Administration doing to ensure that children learn English?

A: According to the latest census data, nearly 20% of all children in our nation's schools are immigrants or the American-born children of immigrants. The President's budget for fiscal year 1999 includes a 17% increase for bilingual education. This funding would provide grants to schools and universities to train teachers, ensure that the curriculum is tied to high standards, and develop high quality assessments.

To serve the 73% of limited English proficient students who are Hispanic, the President has also announced an Hispanic Education Action plan which would strength basic reading and math skills, help adults learn English, help schools with high dropout rates, and prepare children for college.

Bilingual and English as a Second Language programs work. We believe districts should be doing several things to help limited-English proficient students learn English: the children should have access to high standards through all local, state, and federal programs; teachers should be appropriately trained to meet the students' linguistic needs; children should be assessed to determine their progress; and instruction should be modified as necessary. In addition, bilingual programs should be evaluated on an on-going basis to determine their effectiveness.

Research shows that three years is a reasonable amount of time for a child to be in a bilingual program, recognizing, of course, that additional instruction might be necessary to meet the needs of particular students. Most districts report that limited-English proficient children exit bilingual and English as a Second Language programs in three to five years.

Technology

Q: How many schools have applied for the E-rate discount?

A: More than 30,000 applications have been received by the Schools and Libraries Corporation to date. In fact, based on a statistical sampling of those applications, SLC recently reported to the Federal Communications Commission that the estimated demand for discounts will be \$2 billion. (While there is a cap of \$2.25 billion for the Fund, the FCC will likely announce funding for 1998 at an amount below that cap. No actual funding commitments have been made to any applicant. Applicants who are approved for discounts will be notified directly, as will their service providers, at the time of the FCC announcement).

National Tests Proposal

Q: What has happened to the President's National Tests proposal in 4th grade reading and 8th grade math?

A: The National Assessment Governing Board now has authority over the development of the national tests, and the work is moving forward. However, the test is not expected to be available for use by states and districts until March 2001.

As a part of the Congressional agreement, the National Academy of Sciences is conducting a study to determine the feasibility of linking existing state tests with the National Assessment of Education Progress. This important study is due by September 1998.

The President continues to be a strong advocate for the national tests, but Congress has passed legislation to block their use. The President will continue to make the case to the American people about the importance of having this data so parents know how their children are doing in the critical subjects of reading and math.

Current participants in the Voluntary National Tests:

States (7) --

- Alaska
- Kentucky
- Maryland
- Massachusetts
- Michigan

- North Carolina
- West Virginia

Local school districts (16) --

- Atlanta, Georgia
- Broward County (Ft. Lauderdale), Florida
- Chicago, Illinois
- Cincinnati, Ohio
- Detroit, Michigan
- El Paso, Texas
- Fresno, California
- Houston, Texas
- Long Beach, California
- Los Angeles, California
- New York City, New York
- Omaha, Nebraska
- Philadelphia, Pennsylvania
- San Antonio, Texas
- Seattle, Washington

The Department of Defense schools will also participate. Together, these states and school districts represent 20% of all 4th and 8th grades across the United States.

I suggest to you that we work together to fight for more education funding as well as for additional local flexibility on how the funds can be used. I support both as do you.

Executive Summary

As we approach the 21st century, American public education is rising to a new challenge — high expectations and achievement for *all* students in *every* school. States and school districts are raising academic standards and making efforts to align curriculum, assessments, teacher training, and instruction with challenging standards. The U.S. Department of Education is supporting these efforts with programs and resources to help improve teaching and learning in schools across the nation.

Expecting more from schools and students demands that state and district leaders face the important challenge of improving low-performing schools. In some of our schools, student achievement is dismal. Data from the National Assessment of Educational Progress show that, particularly for students in our nation's highest-poverty schools, academic performance can be several grade levels behind that of students in low-poverty schools. In low-performing schools, teachers often have low expectations of students and feel that they can do little to improve student performance. Often the environment in low-performing schools is not conducive to learning — teachers are burnt out, school safety is a problem, and students and the community are disengaged. Limited financial, human, and program resources often leave these schools without the supports they need for high-quality teaching and learning.

Turning around low-performing schools is not easy and does not happen with a single intervention. It involves strategic decisions about instructional practices and a focus by all school staff on how every aspect of school operations, from professional development to parent and community involvement, can be aligned to support and sustain efforts to improve student achievement.

Low-performing schools rarely have the capacity to make these kinds of changes on their own. While much of what it takes to turn around a low-performing school can occur only within the school itself and with the cooperation and commitment of school staff, states and school districts, in particular, must provide the critical impetus and support for the process of change.

By setting high academic standards, holding all schools accountable for performance, and identifying schools that do not meet standards, states and districts are taking important steps to raise expectations for all students. For schools that do not meet expectations, states and districts can do much to provide the support necessary to help low-performing schools focus on improving teaching and learning. In schools where student achievement remains chronically low, many states and districts are actively intervening to further the school improvement process. This guide describes some of the strategies that states, districts, and school communities are pursuing to help turn around low-performing schools. The guide also suggests some actions that state, district, and school leaders, as well as parents and community

members can take to help improve low-performing schools. The guide concludes with an inventory of federal resources that can support such efforts.

Raising the Stakes: Setting High Standards for Performance

Across the nation, states and districts are raising the stakes by establishing procedures and standards to define expectations for students, identifying poor performance, and holding schools accountable for student achievement by making that information available to the public. Texas, for example, annually collects achievement data from the Texas Assessment of Academic Skills on its more than 3.7 million students. The state uses this data to measure not only progress at the school level, but academic performance by racial/ethnic and income categories. For a school to be rated "acceptable" in Texas, at least 40 percent of all students in each racial and economic category must pass each section of the state assessment. In addition, schools must maintain an attendance rate of at least 94 percent, and a dropout rate of no more than 6 percent. These standards increase over time. In Texas, and in many other states and districts across the nation, schools that do not meet these standards of performance are subject to state or local intervention.

States and districts also are sending strong signals to students about their accountability for academic performance. Chicago, for example, has committed itself to eliminating social promotion — the automatic passing of students from grade to grade regardless of whether they have mastered necessary skills. Districtwide, students who perform below minimum standards at key grades are required to participate in a seven-week summer school program.

Holding schools and students more accountable for performance is forcing states and districts to face head-on the issue of low-performing schools. Once these schools have been identified, how can states and districts help them do what it takes to improve student achievement?

Focus on Learning: Promising Strategies for Improving Student Achievement

The bottom line is for low-performing schools to make changes that will allow them to deliver high-quality curriculum and instruction so that all children reach challenging academic standards. This may seem straightforward, but it is not easy — for any school. Effective schools are places where there is a coherent program for teaching and learning and where all key elements in the school are aligned with that focus. In the case of low-performing schools, states and districts can provide assistance to help schools support a focus on learning by:

- **Helping schools gain control of the learning environment.** This is a prerequisite to focusing on learning. Schools cannot effectively implement instructional innovations if they do not first address student discipline, safety, and high absenteeism. Districts can help school leaders by instituting a "zero tolerance" policy for violence and drugs and consistently and fairly enforcing such policies. School uniforms and consistent

classroom management strategies can also help create an environment conducive to learning. Gaining control of the school environment is not only about implementing get-tough discipline policies; it also involves showing respect for students and giving them responsibilities, as members of the school community, for maintaining a safe environment for learning.

- **Providing services so that young children come to school ready to learn.** A child's early environment is critical to intellectual development and school success. In recognition of this fact, states and school districts can help ensure that more children benefit from positive early childhood services. In addition to providing pre-kindergarten for children, many local education agencies are partnering with community organizations to implement family literacy programs, such as Even Start, that support early childhood education, school readiness, and parent involvement in learning activities.
- **Creating a professional development program aligned with the content of curriculum and focused on improving instruction.** Professional development is an often neglected element of the academic program in low-performing schools. To be effective in helping turn around low-performing schools, professional development activities must be focused on the classroom. Community School District #2 in New York City, for example, focuses its professional development resources and time on engaging teachers in learning about the materials they teach and skills they need to improve classroom instruction.
- **Helping schools implement comprehensive school reform programs.** Creating coherent educational programs in low-performing schools usually requires changes involving all aspects of school effectiveness, including curriculum and academic standards, school governance, community-school relationships, staff development, technology, parent involvement, and services to meet children's needs. For this reason, Title I emphasizes the need for schoolwide programs in high-poverty, low-performing schools. There are a number of research-based models and packaged designs available to help schools address these multiple aspects of school effectiveness and many provide technical assistance to help schools implement the school designs. Districts such as San Antonio, Memphis, and Cincinnati are implementing some of these models in a large percentage of their schools.
- **Encouraging schools to challenge all students to take rigorous courses and prepare for further education and future careers.** If schools and students are to be held accountable for reaching certain standards of performance, districts must help put mechanisms into place for helping those who do not reach such standards. First, districts need to demand that all schools offer challenging coursework to all students. To help ensure that *all* students reach high standards, states and districts can use resources to increase instruction time, extend the school day or the school year, and offer after-school assistance to students who need it.

Building School Capacity: Systemic Support for the Process of Change

Research tells us that high-performing schools align curriculum, classroom practices, and professional development with high academic standards for all students. They also build a sense of teamwork among staff to design and support strategies to improve teaching, work in partnership with parents and the community, and use performance data to inform choices and create a cycle of continuous improvement.

District support for these practices is key for building the capacity of schools to improve student achievement. Yet, low-performing schools are sometimes embedded in troubled school systems that cannot support the school improvement process. The problem of low-performing schools often is systemic. Individual school improvement efforts can be thwarted by districts that fail to provide leadership and that lack focus and commitment.

Therefore, part of the process of building the capacity of low-performing schools to improve student achievement involves setting priorities and making changes on the district level, such as:

- **Ensuring strong leadership at the school.** Districts must recruit principals who will serve as instructional leaders.
- **Promoting policies that encourage teacher commitment to reform.** Districts should hire teachers willing to work with low-performing schools and enthusiastic for change. Districts can also be flexible, allowing teachers the chance to leave a school if they do not want to participate in the school improvement process. Teacher and staff commitment to improving schools can also be fostered by state and district efforts to create smaller schools, which generally have better communication and collaboration among staff — two ingredients that are essential for creating a shared purpose and collective responsibility for school improvement.
- **Using resources strategically.** Districts and schools must make tough choices about the ways they allocate and focus their resources to improve teaching and learning. Changes in the ways resources are allocated are usually necessary. Low-performing schools and school districts often have multiple competing priorities. While they may implement separate programs intended to address specific needs, the programs can be unfocused, disjointed, or work at cross-purposes. Pieced together, these multiple programs often do not add up to a coherent whole. Districts can help schools coordinate and concentrate their resources toward improved learning.

Districts must also rethink the way they use their resources. Districts can do much to streamline their own operations and help redirect resources into the classroom. For example, by implementing cost-cutting administrative reforms recommended by a business coalition in the city, Philadelphia has been able to save more than \$29 million over the past two years. To the extent that resources can be targeted on low-performing

schools with coherent school improvement plans, streamlining district budgets can be a boost to low-performing schools and can help raise public and community confidence in local public school systems.

- **Helping schools use performance data to drive improvement.** Using data is important for identifying patterns of failure, diagnosing problems, and matching concrete solutions to educational needs. States such as Maryland and Texas, and districts such as Minneapolis are disaggregating test scores in ways to help identify causes for low performance, developing appropriate improvement strategies, and monitoring progress as a strategy for continuous improvement.
- **Working in partnership with the community.** Schools cannot do their jobs alone. Low-performing schools, in particular, need the assistance of community stakeholders to turn around student performance. Parent involvement is essential. Local businesses, colleges, and universities are invaluable sources of support. Teacher unions can be cooperative allies in the process of change if they are invited to work in partnership to improve low-performing schools.
- **Providing incentives for change and support for innovation.** Districts can help support school-level change by following the lessons of high-performance organizations. In many states, local educators, parents, community members, and school board members can create public charter schools that operate under performance contracts that provide greater autonomy and accountability for results. Public school choice and open enrollment policies also can provide incentives for school improvement. Boston, for instance, allows parents to choose from an array of neighborhood schools, magnet schools, and public charter schools. Districts also can provide incentives for school improvement by rewarding success. Charlotte-Mecklenburg's Benchmark Goals program, for example, gives cash awards to teachers whose students meet a range of goals that reflect improvements over previous performance.

Intervening in Chronically Low-Performing Schools

Because low-performing schools often have the least capacity to make major reforms to raise expectations and improve student achievement as demanded by state and local accountability policies, many states and districts are providing system-wide support for school improvement. Twenty-three states have policies for intervening and mandating major changes in chronically low-performing schools — from helping “redesign” low-performing schools to reconstitution.

In many cases, intervention has been a collaborative experience. For example, New York State has developed a process to help redesign low-performing schools. Teams of teachers, board of education members, union representatives, parents, and curriculum experts

May 6, 1998

**REMARKS AND DISCUSSION WITH THE
MAYORS CONFERENCE ON PUBLIC SCHOOLS**

DATE: Thursday, May 7, 1998
LOCATION: East Room
Receiving Line to follow in Blue Room
TIME: 2:25 - 3:30 p.m. *Remarks and Discussion*
3:30 - 4:00 p.m. *Receiving Line*
FROM: Mickey Ibarra
Bruce Reed

I. PURPOSE

To engage in an informal dialogue on the state of the nation's public schools with a bipartisan group of mayors, school district administrators, and members of the education community. This is a valuable opportunity to highlight your education initiatives.

You will make two announcements at this event: 1) the introduction of your Education Opportunity Zones legislation in Congress and 2) the release of a report on fixing failing schools.

II. BACKGROUND

The U.S. Conference of Mayors (USCM) has convened in Washington, DC for its first Mayors Conference on Public Schools on Wednesday, May 6, and Thursday, May 7. You participated in a similar event during the USCM National Forum on Drug Control which was held May 20 - 21, 1997. You most recently met with the U.S. Conference of Mayors at the White House on January 30, 1998 during the USCM Annual Meeting.

When he began his term as the President of the U.S. Conference of Mayors, Mayor Paul Helmke (R-Fort Wayne, IN) announced that education would be a top priority. Mayor Helmke appointed Mayor Tom Menino (D-Boston, MA) and Mayor Richard Daley (D-Chicago, IL) as Co-Chairs of a Task Force on Public Schools who would spearhead the Conference's efforts.

MAYORS CONFERENCE ON PUBLIC SCHOOLS

PAGE TWO

The Mayors Conference on Public Schools is focusing on the adoption of an action plan to improve public education in their cities. Topics for discussion include: setting the public school agenda, ensuring quality education, school safety; the role of technology in education; class size; teacher preparation; and the role of the private sector and community organizations in improving the nation's public schools.

Featured speakers in the Mayors Conference on Public Schools include: Sandra Feldman, President, American Federation of Teachers; Waldemar Rojas, Superintendent, San Francisco and President, Council of Great City Schools; Senator Carol Moseley-Braun; Timothy McClimon, Executive Director, AT&T Foundation; Libby O'Connell, Ph.D., Vice President for Community Outreach, A&E Network; Don Cameron, Executive Director, National Education Association; and Barbara Wheeler, President, National School Boards Association.

At this event, you will receive the U.S. Conference of Mayors Action Agenda for Public Schools. This agenda focuses on steps mayors can take to strengthen public schools, and incorporates many of your proposals and initiatives. It encourages mayors to focus attention on promoting quality by raising standards, ending social promotions, strengthening accountability, improving the preparation of teachers, equipping schools with modern technology, and providing early childhood education, child care, and after school programs. The Action Agenda endorses your Education Opportunity Zones proposal and your School Modernization initiative. It also supports state and federal initiatives to reduce class size. Finally, it calls for an end to unfunded federal and state education mandates; supports the principle of direct federal funding of urban education programs, including any block grant proposals; and asserts that public education must be available to all children regardless of their immigration status.

In addition to applauding the mayors' involvement in improving education across the nation, you will be making the following announcements:

INTRODUCTION OF EDUCATION OPPORTUNITY ZONES LEGISLATION

You will announce that Senator Kennedy and Congressman Clay will introduce legislation to create the Education Opportunity Zones called for in your 1998 State of the Union address. This program will provide competitive grants to support school districts with a track record of improving student achievement and a commitment to implementing cutting-edge reforms. Under the Administration's proposal, additional resources to advance reform efforts will go to approximately 50 high-poverty urban and rural school districts that have begun to show gains in student performance and that agree to (1) end social promotion and turn around failing schools; (2) prevent students from falling behind by ensuring quality teaching, challenging curricula, and extended learning time; and (3) use high standards and tests of student achievement to identify and provide help to students, teachers, and schools who need it. Added investments in these

MAYORS CONFERENCE ON PUBLIC SCHOOLS
PAGE THREE

communities will accelerate their progress and provide successful models of system-wide, standards-based reform for the nation. The President's initiative would invest \$200 million in FY99, and \$1.5 billion over 5 years.

REPORT ON TURNING AROUND LOW-PERFORMING SCHOOLS

You will announce that the Education Department has released Turning Around Low Performing Schools, which provides guidelines to help state and local officials and educators accomplish this task. Based on analysis of efforts in cities such as Chicago, New York, and San Antonio and states such as Maryland and Texas, the report calls on state and local officials to establish high academic standards, tests of student performance, and accountability systems that identify persistently low performing schools.

To turn around low performing schools, the report recommends that school systems intervene to ensure that these schools restore order and discipline, strengthen professional development, implement proven models of comprehensive school reform, and provide extra help to students who have fallen behind through after-school and summer-school programs. The report recommends that states or school districts establish intervention procedures that target the human, technical, and financial resources necessary for schools to develop and implement an improvement plan. While noting that the changes needed to turn schools around usually depend upon establishing collaborative relationships with school staff, the report also recognizes procedures for "reconstituting" low performing schools that involve replacing the principal and other school staff.

III. PARTICIPANTS

Pre-Brief Participants

Education Secretary Richard Riley
Mickey Ibarra
Bruce Reed
Mike Cohen
Lynn Cutler

Event Participants

The President
Education Secretary Richard Riley
Hon. Paul Helmke, President, U.S. Conference of Mayors, Mayor of Fort Wayne, IN (R)

MAYORS CONFERENCE ON PUBLIC SCHOOLS
PAGE FOUR

Several Cabinet Members (see attached participant list)

Approximately 75 mayors, school district administrators, and members of the education community (see attached participant list)

IV. PRESS PLAN

Pool spray at the top of the program only. Note: the mayors will participate in press availabilities following the program on the State Floor.

V. SEQUENCE OF EVENTS

- You receive briefing in the Red Room
- You proceed to the Blue Room for a meet and greet with the USCM Leadership

Participants

Mayor Paul Helmke (R-Fort Wayne; President, USCM)

Mayor Deedee Corradini (D-Salt Lake City, UT; Vice President, USCM)

Mayor Wellington Webb (D-Denver, CO; Chair, USCM Advisory Board)

Mayor Beverly O'Neill (D-Long Beach, CA; Chair, USCM Committee on Jobs, Education, and the Workforce)

Tom Cochran, Executive Director, USCM

- You are announced to the stage in the East Room from the Blue Room accompanied by Secretary Riley and Mayor Helmke
- Secretary Riley delivers brief remarks and introduces Mayor Paul Helmke (R-Fort Wayne, IN)
- Mayor Helmke delivers brief remarks and introduces you
Note: Mayor Helmke proceeds to a seat in audience following his remarks.
- You deliver remarks
- Secretary Riley returns to the podium, asks the press to depart, and begins open discussion
- Press departs

MAYORS CONFERENCE ON PUBLIC SCHOOLS
PAGE FIVE

- You lead question and answer discussion. (See attached suggested discussion questions.)
- You invite guests to a reception in the State Dining Room and proceed to the Blue Room for a receiving line
- You depart

VI. REMARKS

To be provided by Speech Writing.

VII. ATTACHMENTS

Mayors Conference on Public Schools Participant List
DPC Questions and Answers on Public Schools
Program Agenda: Mayors Conference on Public Schools
Draft U.S. Conference of Mayors National Action Plan on Public Schools

CONFIRMED PARTICIPANTS**White House Event for the
Mayors Conference on Public Schools****Mayors**

Hon. Jim Baca	(D-Albuquerque, NM)
Hon. Marion Barry, Jr.	(D-Washington, DC)
Hon. Susan Bauman	(NP-Madison, WI)
Hon. Charles Box	(D-Rockford, IL)
Hon. Philip Bredesen	(D-Nashville, TN)
Hon. Brent Coles	(R-Boise, ID)
Hon. Deedee Corradini	(D-Salt Lake City, UT)
Hon. Richard M. Daley	(D-Chicago, IL)
Hon. Ralph Faravelli	(NP-Mountain View, CA)
Hon. Joseph Ganim	(D-Bridgeport, CT)
Hon. James Gatzke	(R-New Berlin, WI)
Hon. Nancy Graham	(R-West Palm Beach, FL)
Hon. Joseph Griffo	(R-Rome, NY)
Hon. Patrick Hays	(D-North Little Rock, AR)
Hon. Paul Helmke	(R-Fort Wayne, IN)
Hon. Willie Herenton, Ph.D.	(D-Memphis, TN)
Hon. David Hollister	(D-Lansing, MI)
Hon. Vera Katz	(D-Portland, OR)
Hon. Scott King	(D-Gary, IN)
Hon. Daniel Malloy	(D-Stamford, CT)
Hon. William May, Jr.	(D-Frankfort, KY)
Hon. Patrick McManus	(D-Lynn, MA)
Hon. Thomas Menino	(D-Boston, MA)
Hon. Milton Milan	(D-Camden, NJ)
Hon. Marc Morial	(D-New Orleans, LA)
Hon. Beverly O'Neill	(D-Long Beach, CA)
Hon. Douglas Palmer	(D-Trenton, NJ)
Hon. Donald Plusquellic	(D-Akron, OH)
Hon. Robin Reeser Lowe	(R-Hemet, CA)
Hon. Richard Riordan	(R-Los Angeles, CA)
Hon. Susan Savage	(D-Tulsa, OK)
Hon. Sharon Sayles Belton	(D-Minneapolis, MN)
Hon. James Sills, Jr.	(D-Wilmington, DE)
Hon. Kirk Watson	(D-Austin, TX)
Hon. Wellington Webb	(D-Denver, CO)

Members of the Cabinet

Hon. Daniel Glickman	Secretary of Agriculture
Hon. Alexis Herman	Secretary of Labor
Hon. Janet Reno	Attorney General
Hon. Richard Riley	Secretary of Education
James Lee Witt	Director, Federal Emergency Management Agency

Other Participants in Mayors Conference (Panel Speakers)

Don Cameron	Executive Director, National Education Association
Sandra Feldman	President, American Federation of Teachers
Hon. Carol Moseley-Braun	United States Senator
Timothy J. McClimon	Executive Director, AT&T Foundation
Libby O'Connell	Vice President for Community Outreach, A&E Network
Waldemar Rojas	Superintendent, San Francisco and President, Council of Great City Schools
Barbara Wheeler	President, National School Boards Association

Other Guests

Brad Allison	Superintendent, Albuquerque Public Schools
Carol Boigon	Manager, Education & Advocacy
Mike Casserly	Executive Director, Council of Great Cities
Thomas Fowler-Finn	Superintendent, Community Schools
Sandra Lockwood	District Board of Education President (Rome, NY)
Michael Mohamad	Vice President for Consumer & On-Air Marketing Arts & Entertainment TV Network
Thomas Payzant	Superintendent, Boston Public Schools
Avis Russell, Esq.	City Attorney (New Orleans, LA)
John Zeglis	AT&T President

U.S. Conference of Mayors Staff

Thomas Cochran, Executive Director
 Edward Somers, Assistant Executive Director
 Joan Crigger, Assistant Executive Director

**Q's and A's for Meeting with Mayors
May 7, 1998**

Q. What is the likelihood that Congress will pass your education agenda this year?

A. They should pass all of it. We have laid out a comprehensive agenda to strengthen American public education, and we are working hard to secure its enactment. We need to invest in school modernization, smaller classes, better-prepared teachers, higher standards, greater accountability and other measures to improve public schools.

Some key elements of my agenda are slowly working their way through the Congress in a bipartisan fashion--the way we ought to work on education. Earlier this week the Senate passed its version of my G.I. Bill for America's Workforce, that will overhaul our job training programs. I hope that bill will come to my desk by July 1. My America Reads proposal has been passed by the House and is awaiting consideration in the Senate. The House has also passed a bipartisan charter schools bill -- I hope the Senate will take that up soon as well. And the House has just passed my High Hopes proposal as part of the Higher Education Act, which will help colleges form partnerships with middle schools, to help provide low income students with mentors other support to spark their interest in college, and help them prepare to attend. So we are making progress in some areas.

However, on a number of critical education issues -- school modernization, smaller classes, reforming urban public schools -- the Congress is either doing nothing or the wrong thing. Instead of taking the steps to strengthen our public schools, both the House and Senate have recently passed bills that would drain resources from our public schools. The Senate rejected proposals that would have instead helped strengthen public schools.

But the session is not over, and there is still a chance for the Congress to do the right things. I'll continue to fight for smaller classes, modern school buildings, after school programs, technology for our schools and other initiatives. I'll need your help to convince members of Congress that they should support these initiatives.

Q. Many Mayors believe that the federal government can best support urban education reform by providing block grants directly to local communities. This approach would provide local communities with the flexibility they need, instead of requiring them to follow Washington's dictates. Would you support local block grants?

- A. I am in favor of giving local communities maximum possible flexibility in using federal education funds, though I have serious reservations about most of the block grant proposals I have seen. Federal education programs must have clear purposes, they must target the funds to the communities that need it the most, and there must be accountability for results, and any block grant proposal should meet these same tests.

Over the past 5 years, Secretary Riley has overhauled every one of the federal programs for elementary and secondary education, making them more flexible, less bureaucratic, and more clearly focused on getting results. He has eliminated two-thirds of the regulations covering elementary and secondary education programs, and launched two major new programs -- Goals 2000 and School-to-Work programs, without issuing a single new regulation. We fought to get authority from Congress to waive federal requirements where they interfered with local education reforms, and Secretary Riley has approved more than 200 waivers so far.

According to a recent GAO study, federal education funds are eight times more likely than state funds to target disadvantaged students. Certain block grant proposals -- which provide funds to states -- would most likely result in less targeting of federal funds and would therefore be detrimental to many cities.

Third, federal education programs serve important national purposes, such as providing disadvantaged students with extra help to learn the basics, helping schools incorporate technology into classrooms, helping communities raise academic standards, or supporting the growth of charter schools. These purposes won't be met if we fold all of these programs into block grants. And federal funding for education will decline. In 1981, 42 education programs were block granted into one program. Today, that block grant received half of the funding it did then.

- Q. Many urban school systems are putting in place the right reform strategies, but lack the resources necessary to fully or effectively carry them out. How do your initiatives target funds to the communities with the greatest needs?**

- A. I agree that additional funds can make a difference if they help support real reforms based on higher standards, increased accountability, and more choice, and I am glad that a growing number of cities are moving in this direction. Most of my new initiatives specifically target funding to high poverty urban, and rural, school districts, including the Education Opportunity Zone proposal, our 21st Century After-School Learning programs, and the High Hopes initiative that builds college-school partnerships to help low

income students make their way to college. My proposal to reduce class size in the early grades would ensure that low income communities get their fair share of the funds (the same proportion as they receive under Title 1), and my school modernization proposal calls for half of the bonding authority to go to the poorest urban districts.

Q: Are we finally going to reform our job training system this year?

Background. In May 1997, the House passed a bill that incorporates these principles and on Tuesday the Senate passed their version of this bill with overwhelming bipartisan support. The Administration supports passage of the Senate bill, but strongly opposes an amendment (offered by Sen. Ashcroft) prohibiting the use of funds available under the Act to carry out activities authorized under the School-to-Work Opportunities Act.

In addition, you should know that the Mayors had been concerned about a provision in the original version of the Senate bill that would give Governors more control over training funds to cities with populations between 200,000 and 500,000. Their concerns have been addressed with an amendment (offered by Senator Lautenberg) that would permit the Secretary of Labor to continue funding those affected cities which are meeting performance standards if the Governor elects to discontinue the training funds.

A: I am pleased that on Tuesday the Senate passed their version of my G.I. Bill for America's Workers with a strong bipartisan vote (91-7). I am pushing to get this bill to my desk by July 1 in order to make available \$250 million for the Youth Opportunity Areas initiative which would greatly benefit America's cities. I want to thank you for your support for this critical program to create jobs and opportunity for out-of-school youth.

This new G.I. Bill would also fundamentally reform our employment and training system by empowering Americans to gain new skills with a simple skill grant. In addition it would consolidate the tangle of training programs; create a network of One-Stop Career Centers; increase accountability to ensure results; and empower people to gain the skills that are in greatest market demand.

And, the new G.I. Bill would provide mayors with more local control. The bill would allow States and communities to tailor programs to locally determined needs and it ensures that business, labor, and community organizations are full partners in system design and quality assurance.

- Q. The Junior ROTC program has been a great benefit to our efforts to improve education in Chicago. One of the best things the federal government can do is to expand this program, so that more units can be established and more students can participate. What can you do to help expand J-ROTC?**

Background: Mayor Daley made the above point in his opening remarks to the Mayors yesterday, and we anticipate he will raise it today. While the J-ROTC program has expanded significantly over the past 6 years, DOD currently has no plans to ask for further expansion in the number of ROTC units.

- A.** The Junior ROTC program fulfills an important role in teaching citizenship, leadership, teamwork and self-discipline to students in high schools nationwide. Since 1992, the Junior ROTC program has grown from 1,600 to over 2,500 units. This expansion has resulted in an increase in student participation from 200,000 students in 1992 to 380,000 student in 1997. The funding for the program increased from \$80 million in 1991 to \$164 million in 1997. In my FY 1999 budget request, I have asked for \$167 million to support the J-ROTC program.

EDUCATION OPPORTUNITY ZONES: STRENGTHENING URBAN AND RURAL SCHOOLS

May 7, 1998

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

-- President Bill Clinton, October 28, 1997

HELPING RAISE ACHIEVEMENT FOR STUDENTS IN HIGH POVERTY

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

ENDING SOCIAL PROMOTION, AND GIVING SCHOOLS THE TOOLS TO HELP EVERY CHILD MEET HIGH EXPECTATIONS.

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

EXTRA RESOURCES TO IMPROVE TEACHING, LEARNING, AND LEADERSHIP.

School districts will use Education Opportunity Zone funds to support standards-based, district-wide reforms such as: ■ rewarding schools that make significant gains in student achievement; ■ turning around low-performing schools by implementing proven reform models, or closing them down and reconstituting them; ■ providing extra help to students who need it to meet challenging standards, through after-school, Saturday, and/or summer school programs; ■ building stronger partnerships between schools and parents, businesses, and communities; ■ implementing sound management practices and accountability systems; ■ providing intensive

professional development to teachers and principals; ■ helping outstanding teachers earn master teacher certification from the National Board for Professional Teacher Standards and rewarding them when they do; and ■ implementing programs to identify low performing teachers, assist them to improve, and fairly remove them if they fail to do so.

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

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

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

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

BOLD ACTION TO HELP CHILDREN IN OUR CITIES AND RURAL AREAS.

Education Opportunity Zones are part of a broader set of initiatives to help strengthen high-poverty urban and rural schools. President Clinton is also proposing new initiatives to reduce class size in the primary grades, modernize school buildings, recruit and prepare teachers for underserved urban and rural areas, and dramatically expand the availability and quality of child care and after-school learning opportunities. These and other proposals will have a



Suzanne Dale

05/07/98 11:37:07 AM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: Press for Mayors Conference on Public Schools

FYI: Copies of the U.S. Conference of Mayors' Action Plan: "Strengthening Public Schools in America's Cities" have been delivered to the Lower Press office.

----- Forwarded by Suzanne Dale/WHO/EOP on 05/07/98 11:29 AM -----



Suzanne Dale

05/07/98 10:14:20 AM

Record Type: Record

To: Jonathan Murchinson/WHO/EOP

cc: See the distribution list at the bottom of this message

Subject: Press for Mayors Conference on Public Schools

As we've discussed, at **12:00noon** today, we will pick up the notecards for mayors expecting to participate in regional press on the North Lawn following the event on the State Floor. Mona Mohib will take the lead and Jaime Uzeta will assist her in handing the cards out to guests at the East Gate. **Which Press Office staff member will be at the East Gate to help us deal with specific press questions from the mayors?**

As soon as the East Room event concludes (approx. 3:30pm), the following mayors will be taken to the front of the Blue Room receiving line and will be pulled out immediately after and escorted through the colonnade for the stakeout:

Mayor Paul Helmke (R-Fort Wayne, IN; President, The U.S. Conference of Mayors)

Mayor Deedee Corradini (D-Salt Lake City, UT; Vice President, USCM)

Mayor Wellington Webb (D-Denver, CO; Chair, USCM Advisory Board)

Mayor Beverly O'Neill (D-Long Beach, CA; Chair, USCM Jobs, Education and the Workforce Committee)

Mayor Richard M. Daley (D-Chicago, IL; Co-Chair, USCM Task Force on Public Schools)

Mayor Tom Menino (D-Boston, MA; Co-Chair, USCM Task Force on Public Schools)

Mayor Sharon Sayles Belton (D-Minneapolis, MN; Vice Chair, USCM Task Force on Public Schools)

Mayor Richard Riordan (R-Los Angeles, CA)

[Elizabeth -- on our way through the West Wing, we'll let you know so that you can announce the stakeout participants.]

Please let me know if you have any questions. THANKS FOR YOUR HELP!

Message Copied To:

Mickey Ibarra/WHO/EOP
Ann F. Lewis/WHO/EOP
Lynn G. Cutler/WHO/EOP
Mona G. Mohib/WHO/EOP
Laura D. Schwartz/WHO/EOP
Lori L. Anderson/WHO/EOP
Beverly J. Barnes/WHO/EOP
Michael Cohen/OPD/EOP
Elizabeth R. Newman/WHO/EOP
Megan C. Moloney/WHO/EOP
Christa Robinson/OPD/EOP
Amy W. Tobe/WHO/EOP
Silvia J. Esparza/WHO/EOP

Message Sent To:

Jonathan Murchinson/WHO/EOP
Mickey Ibarra/WHO/EOP
Ann F. Lewis/WHO/EOP
Lynn G. Cutler/WHO/EOP
Mona G. Mohib/WHO/EOP
Laura D. Schwartz/WHO/EOP
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Michael Cohen/OPD/EOP
Elizabeth R. Newman/WHO/EOP
Megan C. Moloney/WHO/EOP
Christa Robinson/OPD/EOP
Amy W. Tobe/WHO/EOP
Silvia J. Esparza/WHO/EOP
Stacie Spector/WHO/EOP

EDUCATION OPPORTUNITY ZONES QUESTIONS AND ANSWERS

For internal use only -- May 7, 1998

What is the purpose of the Education Opportunity Zones?

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

How do the Zones relate to the President's other new initiatives?

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

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

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

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

We were pleased to note that when introduced in Congress by Senator Kennedy and Congressman Clay they were joined by TK co-sponsors in the House and TK co-sponsors in the Senate. Improving public schools in our most disadvantaged communities should be a bipartisan national priority. Lawmakers in both parties are keen on finding tough, effective ways to address low achievement in some of our largest cities, and we expect this proposal to gain strong bipartisan support.

How many grants are expected to be awarded and what will be their size?

The Zone initiative would invest approximately \$200 million in FY 99, and \$1.5 billion over five years. We expect to fund over 50 grants to urban and rural communities. The Zones will be selected in two rounds, the first in FY 1999, and the second in FY 2001. Grants will be awarded for 3 years. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching the agreed benchmarks.

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

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

Do Zone districts have to participate in the national tests?

No. We are pleased that 16 major school districts have already made a commitment to take part in the national tests of 4th grade reading and 8th grade math, but participation in these tests is voluntary. However, successful Education Opportunity Zone applicants must show that they have firmly integrated challenging standards and tests (which could include state, local, or national assessments) into their strategies for raising student achievement.

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

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

STATE AND LOCAL ACTION ON ENDING SOCIAL PROMOTION

States with policies prohibiting social promotion:

Arkansas
Colorado
Florida
Illinois
Louisiana
Ohio
Oklahoma
South Carolina
Texas
Virginia

States with pending legislation to eliminate social promotion:

Arizona
Minnesota
North Carolina
New York
Tennessee

Local Districts that have adopted/or are considering policies to prohibit social promotion:

Boston, MA
Cincinnati, OH
Chicago, IL
Long Beach, CA
New York, NY
Philadelphia, PA
Portsmouth, VA
Rochester, NY
Washington, DC

1999 EDUCATION PROGRAMS MEETING URBAN NEEDS

Title I Grants to Local Educational Agencies: \$7.8 billion (+\$392 million) to improve academic achievement for more than 10 million educationally disadvantaged students. The increase would be distributed through the Concentration Grants and Targeted Grants formulas to schools with high concentration of poor children.

School Construction: \$20 billion in interest-free school construction bonds to help school districts build new schools or repair and renovate the one-third of all schools that require extensive repairs.

Class Size Initiative: \$1.1 billion in 1999 and \$7.3 billion over the next five years to recruit and train 100,000 new teachers in order to reduce average class size to 18 students in grades 1-3, when children need the most attention in learning to read proficiently and mastering the basics.

Education Opportunity Zones: \$200 million (\$1.5 billion over five years) to fund 50 grants that will bolster reform efforts by high-poverty urban and rural school districts that demonstrate both a commitment to and a track record in improving educational achievement. Funds will be used to improve accountability, turn around failing schools, recognize outstanding teachers and deal with ineffective ones, and expand public school choice.

Demonstrations of Comprehensive School Reform: \$175 million (+\$30 million) for 600 new and 2,900 continuing awards that enable schools serving low-income populations to implement comprehensive, research-based educational reforms.

America Reads: \$50 million in 1999 that, combined with funds already provided (on an "advance" basis) through the 1998 appropriation, will make available \$260 million for local literacy efforts aimed at ensuring that every child can read well and independently by the end of the 3rd grade.

21st Century Community Learning Centers: \$200 million (+\$160 million) to expand program to support approximately 4,000 after-school programs that will provide extended learning activities and social services to improve student achievement and prevent juvenile violence and substance abuse.

Safe and Drug-Free Schools Coordinator Initiative: \$50 million to hire drug and violence program coordinators to assess drug and violence problems, identify effective, research-based strategies for addressing those problems, and assist teachers and other staff with program implementation. Approximately 1,300 coordinators would serve an estimated 6,500 middle schools, or almost one-half of all middle schools nationwide.

Teacher Recruitment and Preparation: \$67 million (\$350 million over five years) to recruit new teachers for the high-poverty urban and rural areas that have the most difficulty in recruiting and retaining a qualified teaching force, and preparing those teachers to teach all students to high standards.

Bilingual Education Professional Development: \$50 million (+\$25 million) to help meet the critical need for additional, fully certified bilingual education and English-as-a-second-language teachers, and to strengthen the skills of teachers currently providing instruction to LEP children.

High Hopes for College (College-School Partnerships): \$140 million to encourage academic achievement and college enrollment among middle school children in low-income communities. Partnerships between institutions of higher education and high-poverty middle schools would provide nearly 175,000 students with an array of early intervention services, such as mentoring, tutoring, and information about the benefits of college and access to Federal financial aid.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

FAX TRANSMITTAL

DATE: 5/6/98TO: Mickey Ibarra / Mike Cohen

ORGANIZATION: _____

FAX: 456-6220 456-5501FROM: JENNIFER DAVIS, DEPUTY ASSISTANT SECRETARYPHONE: (202) 401-3049FAX: (202) 401-8607

MESSAGE: _____

Attached is the 9:00 a.m. speech.JIf you need to reach me tonight
call at (H) 202 544-7783page 1-800-759-8352PIN 1140591

If you have trouble receiving this transmission, please call Adam Honeysett at
202-401-3003. Thank you.

6 pages to follow

**Remarks of
Richard W. Riley
U. S. Secretary of Education**

**Mayors' Conference on Public Schools
Washington, D. C.
Thursday, May 7, 1998**

**Thank you very much, and good morning to you all. I am
delighted to address this distinguished audience.**

**I am very grateful to Mayor Helmke [*HELM-key*] for getting my
introduction right. I don't take that for granted anymore -- let me
tell you why.**

***[ANECDOTE--HERBIE HANCOCK IN CHILE INTRODUCING
MRS. RILEY AS THE SECRETARY OF EDUCATION]***

**I want to thank all the mayors who are leading the way on
education for the U. S. Conference of Mayors. This includes
Mayor Helmke, Mayor Daley, Mayor Menino [*meh-NEE-no*], and
Mayor O'Neill.**

I see a lot of friends -- I would mention everyone's name, but this conference only lasts two days. I've worked with many of you, and I value your partnership. And I look forward to working with many more of you in the future.

My friends, not too long ago, we probably could have held this conference in a phone booth. In those days, some mayors did not focus on education because they did not have full responsibility for it. But today, more mayors than ever are getting involved in education because they understand the critical importance of good schools to the future of their cities.

And that includes good public schools. 90 percent of all children went to public schools when we were kids -- and 90 percent go to public schools today. Public schools remain the heart, the soul -- and the hope -- of every city. We need people who will stand up and fight for quality public education.

That's why I want to thank you for your leadership and personal commitment to the cause. We have an "Education President." I am delighted to see so many "Education Mayors."

My friends, I have traveled the country and visited schools in many of your cities. Some city schools are doing very well. Often, the reason for their success is leadership -- leadership from teachers, principals, and superintendents who refuse to accept failure and insist on excellence. We should never underestimate the power of leadership in education. Mayors can -- and are -- providing that kind of leadership in their cities. They can use their bully pulpit to rally public support for those who are willing to challenge the status quo.

The most important part of leadership in education is demanding high standards of achievement. Many schools fail because standards are too low or even non-existent. Students are allowed to drift through the system without learning. It's called social promotion. It's got to end. Mayor Daley is ending it in Chicago, and Chicago has become a great inspiration and model.

When I talk about high standards, I'm not just talking about students. Yes, students must work hard, and take the core courses, and show more discipline, but that isn't all of it.

Everyone must help students and schools because aiming for high standards is hard work. Parents must get more involved.

Teachers must learn new technology and keep up with the subjects they're teaching. And businesses, community groups, religious groups, law enforcement agencies, senior citizens, museums, colleges -- you name it! -- must work together with mayors and school leaders to support children and teachers.

The good news is, many cities are starting to make the right kinds of improvements. Many of the people in this room are involved in that effort. You're raising standards and using challenging assessments that measure real learning and comprehension. And mayors are building grassroots partnerships to expand after-school programs -- to help children learn to read and use computers -- to provide mentors to young people -- and to fight school violence and drugs.

On the national level, President Clinton and I are working to help you build upon your local initiatives. We have worked with you to give you the flexibility you need to get the job done. The Administration has eliminated two-thirds of the regulations covering K-12 education. We have also expanded your ability to request waivers of regulations that obstruct your reform efforts.

We will continue to work with you and school leaders to achieve local goals while keeping a national focus on critical areas. Block grants might sound tempting to some, but our experience tells us that they could hit cities with a double whammy. Block grants could lead to reduced funding for our neediest children, and reduced overall funding for cities.

Let us continue to work together on the sound agenda that the President has proposed, and that both Republican and Democratic members of the U. S. Conference of Mayors have supported. This afternoon, when you meet with the President at the White House, he will talk about his plans to help urban districts to raise standards, end social promotion, improve teaching, and turn around failing schools.

The President's agenda also includes a school construction initiative to help build, fix, or modernize 5,000 schools. I don't have to tell you that many cities are greatly in need of this assistance. The agenda also includes a proposal to reduce class size to an average of 18 students in grades 1-3 by helping to pay for more good teachers. And it would help communities to expand after-school programs to serve 500,000 more students.

A recent "Wall St. Journal-NBC" poll found that the American people rank the school-construction and class-size proposals as the two most important initiatives they want the Congress to enact this year. Yet the Congress hasn't gotten the message.

Two weeks ago, the Senate had a chance to move forward on all of these initiatives. But it failed to do so. Instead, it passed a bizarre tax plan that would provide -- get this -- a \$7 tax break to the families of public-school children in the year 2002. The supporters of this bill call it "creative education reform." I call it meaningless and harmful, because it provides spare change when we need real change, and it distracts us from the serious work that needs to be done.

Senator Chuck Robb of Virginia put it well. He said that the Senate had -- and I quote -- "a chance...to invest in public education. Instead, (it) approved a small tax break...that will not help build a single school, will not help hire a single teacher, and and will not help wire a single classroom to the Internet."

The House of Representatives did not do any better. It approved an education plan for the District of Columbia that writes off the futures of about 98 percent of the students, and provides a voucher of dubious benefit to about 2 percent of the students. The Senate focuses on \$7, and the House focuses on only 2 percent of our children. My friends, how is America going to lead the world in the 21st century that way?

There is an old saying: "The time to fix the roof is when the sun is shining." The sun is shining on our economy now. It's strong. Now is the time to invest in fixing the roofs on our schools -- and in reducing class size and expanding quality after-school programs. This is not an Republican agenda, this is not a Democratic agenda, this is an American agenda.

The President and I will continue to fight for what really matters. I look forward to working with you in the days and weeks ahead to move our common agenda forward.

As I said, we have a new kind of mayor for the new millennium -- "The Education Mayor." I thank you for leading America's 52 million school children into the future. Thank you all very much.

I will be happy to take a few questions now.

QR (If Vice President Gore is ready to be introduced):

And now I have the great honor of introducing to you another leader who has his eyes on the future.

Ever since the time that I saw Vice President Al Gore haul heavy cables around on the first NetDay to help connect schools to the Internet, I knew that this was a man with a real understanding of what education is all about in these times.

Vice President Gore is also doing some heavy lifting when it comes to tobacco legislation. He is leading the fight to help protect kids from the deadly effects of smoking. The Clinton-Gore Administration's comprehensive plan can save 1 million children from dying premature deaths due to tobacco.

Please welcome one of our children's best friends, Vice President Al Gore.

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