

NLWJC - Kagan

DPC - Box 020 - Folder 016

**Education - Public Schools
Conference**

Educ - public schools
Conference

THE WHITE HOUSE
WASHINGTON

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 format 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.

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

MAYORS CONFERENCE ON PUBLIC SCHOOLS
PAGE TWO

the nation's public schools.

Secretary Riley and the Vice President will address the Mayors Conference on Public Schools on Thursday morning at the L'Enfant Plaza Hotel. Other 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 be presented with the U.S. Conference of Mayors Action Plan: "Strengthening Public Schools in America's Cities." This plan 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 communities will accelerate their progress and provide successful models of system-wide,

MAYORS CONFERENCE ON PUBLIC SCHOOLS
PAGE THREE

standards-based reform for the nation. Your 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 an 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

Secretary Richard Riley
Mickey Ibarra
Bruce Reed
Mike Cohen
Lynn Cutler

Event Participants

The President
Secretary Richard Riley
Hon. Paul Helmke, President, U.S. Conference of Mayors, Mayor of Fort Wayne, IN (R)
Several Cabinet Members (see attached participant list)
Approximately 75 mayors, school district administrators, and members of the education community (see attached participant list)

MAYORS CONFERENCE ON PUBLIC SCHOOLS
PAGE FOUR

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
- **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

MAYORS CONFERENCE ON PUBLIC SCHOOLS
PAGE FIVE

VI. REMARKS

To be provided by Speech Writing

VII. ATTACHMENTS

Mayors Conference on Public Schools Participant List

DPC Questions and Answers on Public Schools

Draft U.S. Conference of Mayors National Action Plan on Public Schools (excerpt)

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. Dannel 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)

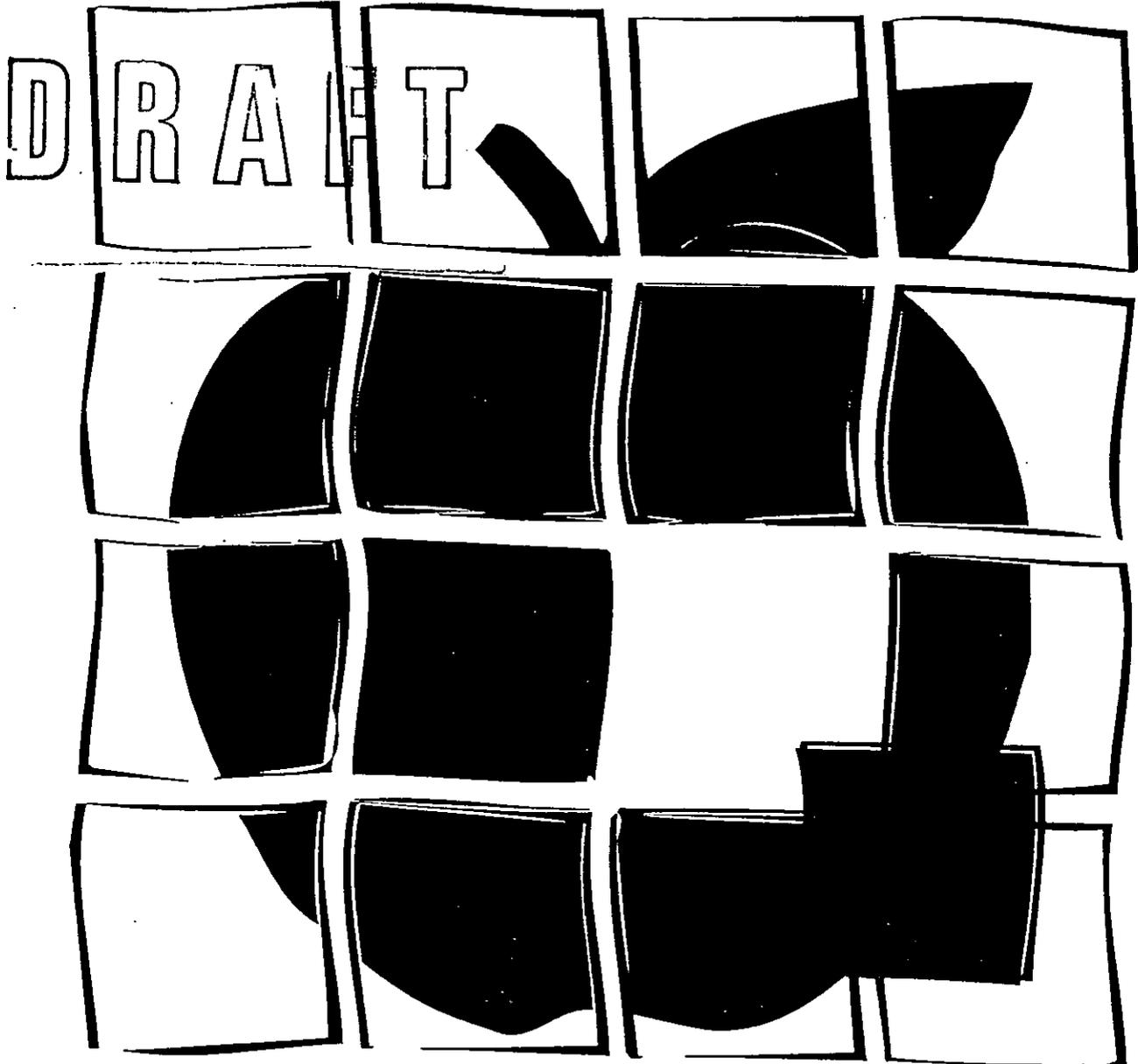
Don Cameron	Executive Director, National Education Association
Sandra Feldman	President, American Federation of Teachers
Hon. Carol Moseley-Braun	United States Senator
Timothy J. McClimon	Executive Director, AT&T Foundation
Libby O'Connell	Vice President for Community Outreach, A&E Network
Waldemar Rojas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

Other Guests

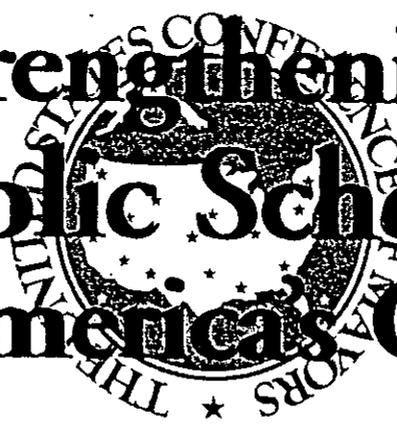
Brad Allison	Superintendent, Albuquerque Public Schools
Carol Boigon	Manager, Education & Advocacy
Mike Casserly	Executive Director, Council of Great Cities
Thomas Fowler-Finn	Superintendent, Community Schools
Sandra Lockwood	District Board of Education President (Rome, NY)
Michael Mohamad	Vice President 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



**Strengthening
Public Schools
in America's Cities**

The seal of the National Conference of Mayors is centered behind the text. It features a circular design with the words "NATIONAL CONFERENCE OF MAYORS" around the perimeter and a central emblem with stars.

Mayors Action Plan • May 1998

FOREWORD

The Mayors Conference on Public Schools continues to build upon a series of U.S. Conference of Mayors events focusing on mayoral commitment to public schools.

Mayors recognize the importance of a quality public education system to their cities. A quality system is one of the most important resources a city can offer. To a neighborhood, a well-regarded school can contribute to its stability — retaining existing families in, and drawing new families to the city and enhancing the value of property. A public school can function as the centerpiece of a community — in Chicago, a “lighthouse”, in Boston, building blocks for reform — offering services to the community. The safety and security of an area are enhanced when students are offered options that occupy and continue to educate them — keeping them off the streets and out of trouble.

The economic vitality of a city is linked to the performance of its schools. Well-educated workers contribute to the potential of a city — helping to attract new industry and business and to retain existing employers. When schools are good, students attend — making it possible for them to enter the workforce and pursue further education.

While some public schools provide these opportunities, it is clear that many do not. Although few mayors control their own school system, they have become increasingly involved in efforts to ensure the viability of urban public schools. A progression of meetings has provided forums for mayors to share and develop effective strategies for ensuring the quality of these schools.

At the 1996 Winter Conference of Mayors, a joint meeting was held between the Jobs, Education and Workforce Committee and the Criminal and Social Justice Committee, their focus was on safety in schools. Also in 1996, a meeting held in Denver that codified the issue of education as one of utmost importance to the Conference. That May, a group of mayors, police chiefs and school officials gathered in Denver to discuss school-related public safety problems and efforts to solve them through partnerships. This group drafted an action agenda which became the basis for a resolution adopted at the 1996 Annual Meeting.

This focus was continued under Chicago Mayor Richard M. Daley's leadership, when he formed the Task Force on Public Schools. Convening in Boston, under Task Force Chair Mayor Thomas M. Menino in April 1997, mayors joined with experts and stakeholders to explore issues ranging from academic standards and business partnerships to the need to support the President's initiatives on education, including school construction. Finally, under current Conference President and Fort Wayne Mayor Paul Helmke's leadership, an October 1997 summit between mayors and superintendents was held in Detroit at the Annual Conference of the Council of the Great City Schools.

Interest in a meeting with President Clinton was expressed when The U.S. Conference of Mayors leadership met in Fort Wayne last September. The President agreed to participate in a conference with mayors in the White House during our 66th Winter Meeting, in January of 1998. This document reflects the shared recommendations of mayors, and reflects the ongoing development of mayors as leaders in public education.

The Action Agenda

Mayors: Leaders in Setting the Public School Agenda

- Mayors are uniquely positioned to establish quality public education as the highest priority of a city. Regardless of the degree of control over schools they exercise, they are in a position to focus city government resources on the improvement of the education system. Mayors are in a position to form the coalitions or partnerships among city government agencies, school officials, business leaders, cultural organizations, higher education institutions and community and religious leaders that must work together to support school systems.
- Mayors understand that schools bring economic viability to cities and, therefore, deserve a city's attention and, in turn, necessary resources. Public schools are a city's best economic development tool, and a mayor's leadership can help to leverage these resources.
- Mayors can help with school infrastructure and utility costs, assisting public schools to extend hours and serve as a catalyst to the community.

Ensuring Quality Education: Accountability, Preparation, Class Size, Curriculum

- Maintaining high academic standards requires strict accountability on the part of all school personnel for all school functions, including curriculum development, instruction and assessment.
- Academic standards must not be compromised by allowing student promotion where appropriate achievement is not attained. Mandatory summer school should be for students who do not qualify for promotion at the end of the regular school year. Supplemental programs such as before and after-school programs, tutoring and mentoring should be available to everyone. Consideration must be given to students who drop-out—through alternative schools and other means—ensuring that these children are educated and allowing them to become contributors to society.
- Teachers in urban settings must be specially prepared to work with groups of racially and culturally diverse students and parents. Teachers in these settings must be fairly compensated as part of an overall effort to expose urban students to quality instruction.
- Knowledge of and experience in technology is no longer an “add-on” but an integral part of a student's education. If we are to adequately prepare young people for jobs, careers, and life in the 21st century, we must make sure that our schools are equipped with up-to-date technology and that teachers are appropriately trained.
- Because academic success depends on positive attitudes toward

learning and respect for a disciplined environment, developing these traits in students must be a shared responsibility of schools, parents and the community.

- Early childhood education—provided to all children under five years of age—forms the basis for all future learning. Greater attention to it is the key to avoiding problems during all later stages of development. Investment in early childhood development will lower costs of remedial education and social and legal problems throughout an individual's lifetime.
- Pre-school and kindergarten teachers should work together to ensure the successful entry of children into the school system, and to ensure that children are fully prepared to begin school.
- Greater attention must be focused on the availability and affordability of quality child care. Child care is recognized as a critical component of early childhood development, contributing to readiness for learning, the successful transition to school, and the early involvement of parents in their children's education.
- Mounting evidence shows the connection between good nutrition for children, before and during their hours in school, and academic success. School nutrition programs should be broadly available for hungry children and should be of high quality. Nutrition programs should also be combined with structured out-of-school-time activities that continue the learning process when children are not in school.
- It is critical that reading skills are developed in the early elementary years. All students should read at grade level by the completion of third grade. Greater attention to language development and bilingual education in the early childhood years will help elementary teachers produce these skills in their students.

Mayor's Best Practice: *Richard M. Daley, Chicago*

Chicago's most successful and innovative after school initiative is the Lighthouse program. Lighthouse provides academic support, social activities and a third meal to 112,000 children in 248 schools each day. Lighthouse's results are impressive: 39 of the 40 schools in the project's pilot showed achievement gains in math scores, and 30 of 40 showed gains in reading scores.

The program features:

- one hour of extensive instruction in reading and mathematics
- one hour of social activities
- a third meal
- career education
- physical education and recreational activities
- parental involvement
- community partnerships

Turn to page 6 for more details.

Private Sector Commitment to Improve Schools: Investment, Technology and Marketable Skills

Investment and Technology

- As an incentive to private investment, schools must demonstrate sound management practices. Businesses can help schools do this by funding evaluations, performance reviews, loaned executives, and other direct assistance.
- Businesses should invest in all areas of public education, but specifically those areas that most immediately concern them, such as closing the gap between school and career and supporting new workers on job sites.
- Businesses should move beyond the "adopt-a-school" concept to the kind of substantial investments that affect educational outcomes. Schools in turn must be able to demonstrate the outcomes produced by these investments.
- If students are to be trained on the state-of-the-art equipment in use in the private sector—equipment that school systems generally cannot afford—businesses will have to offer access to it, or provide the technology to schools through wiring, equipment and training.
- Educational foundations can provide a vehicle for small businesses to come together, combining their small, individual investments into more substantial ones.
- The business community must understand that the value of its investment in education goes beyond the adequate preparation of future employees. That investment also strengthens the social fabric of a community.
- Business leaders should be enlisted in city government and school system efforts to eliminate state constitutional and statutory barriers to the best use of available resources to improve the education system. Likewise they should be enlisted in collaborative efforts to obtain increased state and federal funding for education.

Marketable Skills

- Identifying private sector jobs is a priority and securing an adequate number of, and training for, them requires a commitment on the part of employers citywide.
- Job coaches are needed to help young workers succeed in jobs and to increase employers' confidence in the ability of the young workers. Employers must be helped to view schools as a reliable source for entry-level workers.
- Local businesses, especially small businesses, should be engaged in school-to-career efforts. Specific goals in terms of the number of placements should be established in these efforts.
- For school-to-career committees to be effective, most members must be drawn from the business community. Employers should be involved in curriculum development to ensure that courses impart the skills needed for success in jobs.
- In school-to-career programs, job opportunities should be presented to students not as an entitlement but rather as a reward for

good academic performance, good attendance, and other achievements.

- City funds used to purchase goods and services should be used to leverage job opportunities for young people. Similarly, funds for training should be used to leverage jobs.

Mayor's Best Practice: *Thomas M. Menino, Boston*

As part of a five-year plan, Mayor Thomas Menino and Superintendent Thomas Payzant are committed to improving teaching and learning through whole school change and a strong infusion of technology. The Mayor has pledged that there will be one computer for every four students, a computer for every teacher and that every classroom will be wired and have access to the Internet by the year 2001. Along with the necessary infrastructure comes a commitment to professional development and technical and curriculum integration support.

Since the Mayor made his pledge 27 months ago the Mayor and the Boston Public Schools acquired, had donated or created many resources that enabled the Boston Public Schools to lay claim to several national firsts in the area of educational technology including NetDays and Net Year, capital commitment, private sector partnerships, partnerships with foundations, institutions, government agencies, organizations, and a universal fund service.

Turn to page 9 for more details

Community Involvement in Public Schools: Police, Education, Community Organizations

Community Participation

- Schools should serve as institutions which meet a variety of community needs and serve a variety of populations—students, parents, seniors, adults seeking additional education and training. They can provide excellent locations for health clinics, social services agencies, police sub-stations. As community schools—open well beyond the traditional school day—they can both meet students' educational needs and become a focal point for community activities.
- Teachers need support to address the complex social issues facing students. Human services professionals—mental health providers, nutritionists, social workers, and others.—can provide the necessary expertise when placed in schools. Especially in the context of welfare reform, schools should work to ensure that student needs are addressed.
- School efforts to involve families and neighborhoods must recognize that many parents, particularly parents in their teens, need training in parenting skills and adult education. A variety of institutions, including hospitals, should target new parents with information on how to give their children what they need to be ready for school. The business community and police departments should join in city-wide efforts to raise awareness of the need for improved early childhood development. A basic responsibility of city government is to help parents ensure that children will go to school safe, healthy and ready to learn.
- Encouraging parents to play a more pivotal role in and around school buildings will have a positive impact and lasting effect on student achievement and social development. Working in tandem with teachers and youth practitioners, parents—regardless of their education level—can and do play an important role in motivating their children to learn, supervising homework, and exposing their children to new learning opportunities.
- Healthy, supportive learning environments should be available where and when young people congregate, because learning takes place everywhere and all the time. Programs serving youth during out-of-school time should be directly linked to academic performance standards and social development outcomes.
- School systems must acknowledge their responsibilities to the neighborhoods they serve. Failure to maintain school facilities contributes to neighborhood deterioration and lower property values. Poorly maintained buildings and trash-strewn playgrounds lower quality of life for all neighborhood residents.

Safety

- Because the hours between 2:00p.m. and 6:00p.m. are when children are most at risk, programs should be available to provide a safe and healthy environment and one that continues the learning process after school.
- Enforcement of truancy and curfew laws can identify other prob-

lems and needs faced by some young people, address them through referrals to appropriate agencies, and produce greater parental involvement in their children's lives.

- Parents' confidence in school security will affect decisions to remain in a community or to keep their children in public schools. In some instances, police presence in schools may be necessary to give parents confidence that their children are in a safe school environment.
- Providing a safe environment for learning must a priority for public schools. In determining security needs, the role of a police officer in a school will depend on the individual school.
- The presence of police officers in schools can change students' perceptions of police in the larger community, offering students opportunities to interact with police officers in positive ways. This can extend to teachers and police officers jointly teaching classes that may include law-related subjects.
- Students must be helped to understand that the police enforce laws consistently in both school and community settings, and that this extends to a policy of zero tolerance for violence.
- Community confidence in the schools is bolstered by police confidence in the schools. The chief of police, a highly visible position in the city, is among those best able to voice this confidence.
- School policies in areas such as expulsion, suspension, handling of fights and hours of operation should be re-examined in light of their impact on public safety.

Mayor's Best Practice: *Beverly O'Neill, Long Beach*

Long Beach has been a national leader in public school reform and in forging effective school district—city government partnerships. Now in its third year, the Long Beach Unified School District was the first public school system in the nation to require uniforms in all elementary and middle schools. The uniform policy has contributed to a dramatic 71percent reduction in school crime, as well as to the highest rate of student attendance in two decades.

City, community and education leaders have also joined together to create a "Seamless Education Initiative." Coordinated through the non-profit Long Beach Community Partnership, the initiative has brought together educators from the local school district, community college and the university to align standards, course curriculums and assessment methods. The objective is to ensure that students are well prepared to meet the challenges of the next academic level as well as reduce any academic duplication. The initiative has also led to the school district and university working together on a new teacher preparation program.

Turn to page 14 for more details

Federal and State Roles—Ensuring that Federal and State Governments Support City-wide Efforts to Improve Education

- Federal and state funding should reward, not punish, successful efforts to improve education systems. Funding should be available to school systems which are achieving success as well as those which are struggling to overcome problems. Incentive or opportunity grants—such as the President's Education Opportunity Zones Initiative—should be available to individual schools and school districts to assist them in improving academic quality.
- Urban school systems across the nation are struggling to meet the costs imposed by unfunded federal and state education mandates. Because meeting mandate costs makes it impossible to fund the initiatives needed to overcome the special problems of students in urban settings, federal and state education mandates must be accompanied by funding.
- State financing of school districts, based on per capita distribution, generally fails to take into account the special needs of urban systems and the children they serve. In each state, funds must be allocated to urban systems in recognition of the disproportionately high costs they incur in meeting the needs of urban students.
- The principle of direct federal funding of urban education programs to school districts must be incorporated in any future federal funding schemes, such as the block grants which have been proposed.
- Urban school districts have disproportionately inadequate school facilities, which are in varying states of disrepair and which are unsafe for their students. Federal and state funding for public school construction priorities—such as the President's School Modernization legislation—should be made available.
- Because large class size affects the learning environment for students, federal and state funding should assist school districts to hire qualified teachers to reduce class size and ensure quality education for public school students.
- Public education must continue to be available to all children, regardless of their immigration status.

Remarks to the Mayors Conference on Public Schools

Grand Ballroom C/D, L'Enfant Plaza Hotel

May 7, 1998, 9:15 - 9:45 am


Meeting requested by Mickey Ibarra and Lynn Cutler
Briefing prepared by Mickey Ibarra and Lynn Cutler

EVENT

You will deliver remarks to a plenary session of the Mayors Conference on Public Schools. Hosted by the U.S. Conference of Mayors, this meeting will provide the opportunity to address the state of the nation's public schools with a bipartisan group of mayors, school district administrators, and members of the education community.

LOGISTICS

- Secretary Richard Riley makes remarks prior to **your** arrival
- On-stage announcement of **you** by Secretary Riley
- **You** proceed to the stage and greet on-stage participants
- **You** proceed to the podium and deliver brief remarks
- **You** work a ropeline and depart
- Pull-aside on departure:

Mayor Richard Daley (D-Chicago, IL)

Mayor Sharon Sayles Belton (D-Minneapolis, MN)

Mayor Wellington Webb (D-Denver, CO)

Mayor Don Plusquellic (Akron, OH)

Mayor Paul Helmke (R-Fort Wayne, IN)

Mayor Beverly O'Neill (D-Long Beach, CA)

YOUR ROLE AND CONTRIBUTION

- This event provides a valuable opportunity to highlight the Administration's education initiatives and to express your appreciation to the mayors' for highlighting the Administration's initiatives in such a prominent forum.

PROGRAM NOTES

- 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.

- 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.
- 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.
- The President will address the Mayors Conference on Public Schools on Thursday . At this event, he will be presented with 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.
- Remarks: to be provided by Speech Writing
- Open press
- Attachments:

Mayors Conference on Public Schools Participant List
 DPC Questions and Answers on Public Schools
Draft U.S. Conference of Mayors National Action Plan on Public Schools (excerpt)

CONFIRMED PARTICIPANTS

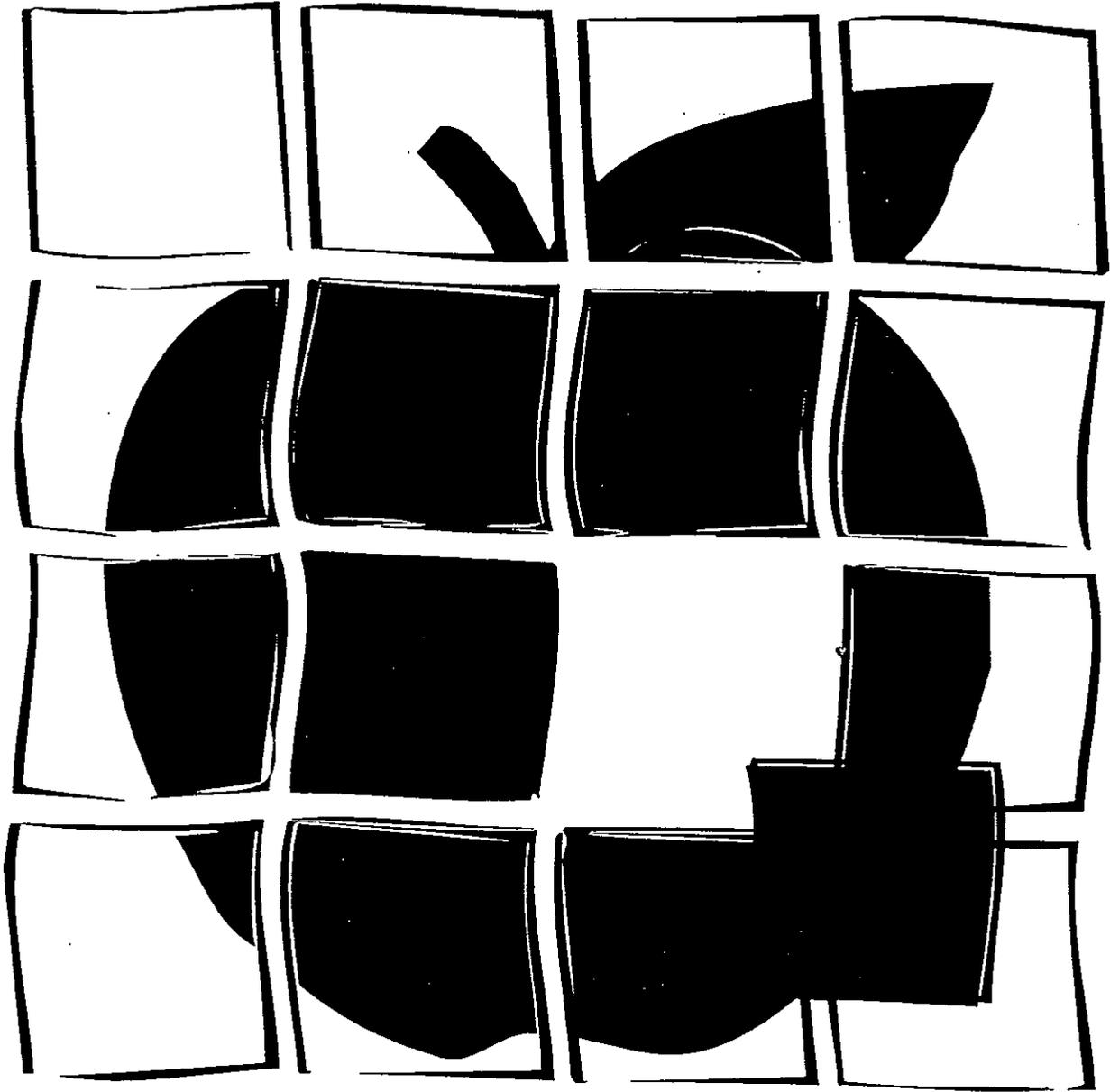
White House Event for the Mayors Conference on Public Schools

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 Bredezen	(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. Dannel 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)

Other Participants

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



D R A F T

**Strengthening
Public Schools
in America's Cities**



Mayors Action Plan • May 1998

FOREWORD

The Mayors Conference on Public Schools continues to build upon a series of U.S. Conference of Mayors events focusing on mayoral commitment to public schools.

Mayors recognize the importance of a quality public education system to their cities. A quality system is one of the most important resources a city can offer. To a neighborhood, a well-regarded school can contribute to its stability — retaining existing families in, and drawing new families to the city and enhancing the value of property. A public school can function as the centerpiece of a community — in Chicago, a “lighthouse”, in Boston, building blocks for reform — offering services to the community. The safety and security of an area are enhanced when students are offered options that occupy and continue to educate them — keeping them off the streets and out of trouble.

The economic vitality of a city is linked to the performance of its schools. Well-educated workers contribute to the potential of a city — helping to attract new industry and business and to retain existing employers. When schools are good, students attend — making it possible for them to enter the workforce and pursue further education.

While some public schools provide these opportunities, it is clear that many do not. Although few mayors control their own school system, they have become increasingly involved in efforts to ensure the viability of urban public schools. A progression of meetings has provided forums for mayors to share and develop effective strategies for ensuring the quality of these schools.

At the 1996 Winter Conference of Mayors, a joint meeting was held between the Jobs, Education and Workforce Committee and the Criminal and Social Justice Committee, their focus was on safety in schools. Also in 1996, a meeting held in Denver that codified the issue of education as one of utmost importance to the Conference. That May, a group of mayors, police chiefs and school officials gathered in Denver to discuss school-related public safety problems and efforts to solve them through partnerships. This group drafted an action agenda which became the basis for a resolution adopted at the 1996 Annual Meeting.

This focus was continued under Chicago Mayor Richard M. Daley's leadership, when he formed the Task Force on Public Schools. Convening in Boston, under Task Force Chair Mayor Thomas M. Menino in April 1997, mayors joined with experts and stakeholders to explore issues ranging from academic standards and business partnerships to the need to support the President's initiatives on education, including school construction. Finally, under current Conference President and Fort Wayne Mayor Paul Helmke's leadership, an October 1997 summit between mayors and superintendents was held in Detroit at the Annual Conference of the Council of the Great City Schools.

Interest in a meeting with President Clinton was expressed when The U.S. Conference of Mayors leadership met in Fort Wayne last September. The President agreed to participate in a conference with mayors in the White House during our 66th Winter Meeting, in January of 1998. This document reflects the shared recommendations of mayors, and reflects the ongoing development of mayors as leaders in public education.

The Action Agenda

Mayors: Leaders in Setting the Public School Agenda

- Mayors are uniquely positioned to establish quality public education as the highest priority of a city. Regardless of the degree of control over schools they exercise, they are in a position to focus city government resources on the improvement of the education system. Mayors are in a position to form the coalitions or partnerships among city government agencies, school officials, business leaders, cultural organizations, higher education institutions and community and religious leaders that must work together to support school systems.
- Mayors understand that schools bring economic viability to cities and therefore deserve a city's attention and in turn, necessary resources. Public schools are a city's best economic development tool, and a mayor's leadership can help to leverage these resources.
- Mayors can help with school infrastructure and utility costs, assisting public schools to extend hours and serve as a catalyst to the community.

Ensuring Quality Education: Accountability, Preparation, Class Size, Curriculum

- Maintaining high academic standards requires strict accountability on the part of all school personnel for all school functions, including curriculum development, instruction and assessment.
- Academic standards must not be compromised by allowing student promotion where appropriate achievement is not attained. Mandatory summer school should be for students who do not qualify for promotion at the end of the regular school year. Supplemental programs such as before and after-school programs, tutoring and mentoring should be available to everyone. Consideration must be given to students who drop-out—through alternative schools and other means—ensuring that these children are educated and allowing them to become contributors to society.
- Teachers in urban settings must be specially prepared to work with groups of racially and culturally diverse students and parents. Teachers in these settings must be fairly compensated as part of an overall effort to expose urban students to quality instruction.
- Knowledge of and experience in technology is no longer an "add-on" but an integral part of a student's education. If we are to adequately prepare young people for jobs, careers, and life in the 21st century, we must make sure that our schools are equipped with up-to-date technology and that teachers are appropriately trained.
- Because academic success depends on positive attitudes toward

learning and respect for a disciplined environment, developing these traits in students must be a shared responsibility of schools, parents and the community.

- Early childhood education—provided to all children under five years of age—forms the basis for all future learning. Greater attention to it is the key to avoiding problems during all later stages of development. Investment in early childhood development will lower costs of remedial education and social and legal problems throughout an individual's lifetime.
- Pre-school and kindergarten teachers should work together to ensure the successful entry of children into the school system, and to ensure that children are fully prepared to begin school.
- Greater attention must be focused on the availability and affordability of quality child care. Child care is recognized as a critical component of early childhood development, contributing to readiness for learning, the successful transition to school, and the early involvement of parents in their children's education.
- Mounting evidence shows the connection between good nutrition for children, before and during their hours in school, and academic success. School nutrition programs should be broadly available for hungry children and should be of high quality. Nutrition programs should also be combined with structured out-of-school-time activities that continue the learning process when children are not in school.
- It is critical that reading skills are developed in the early elementary years. All students should read at grade level by the completion of third grade. Greater attention to language development and bilingual education in the early childhood years will help elementary teachers produce these skills in their students.

Mayor's Best Practice: *Richard M. Daley, Chicago*

Chicago's most successful and innovative after school initiative is the Lighthouse program. Lighthouse provides academic support, social activities and a third meal to 112,000 children in 248 schools each day. Lighthouse's results are impressive: 39 of the 40 schools in the project's pilot showed achievement gains in math scores, and 30 of 40 showed gains in reading scores.

The program features:

- one hour of extensive instruction in reading and mathematics
- one hour of social activities
- a third meal
- career education
- physical education and recreational activities
- parental involvement
- community partnerships

Turn to page 6 for more details.

Private Sector Commitment to Improve Schools: Investment, Technology and Marketable Skills

Investment and Technology

- As an incentive to private investment, schools must demonstrate sound management practices. Businesses can help schools do this by funding evaluations, performance reviews, loaned executives, and other direct assistance.
- Businesses should invest in all areas of public education, but specifically those areas that most immediately concern them, such as closing the gap between school and career and supporting new workers on job sites.
- Businesses should move beyond the "adopt-a-school" concept to the kind of substantial investments that affect educational outcomes. Schools in turn must be able to demonstrate the outcomes produced by these investments.
- If students are to be trained on the state-of-the-art equipment in use in the private sector—equipment that school systems generally cannot afford—businesses will have to offer access to it, or provide the technology to schools through wiring, equipment and training.
- Educational foundations can provide a vehicle for small businesses to come together, combining their small, individual investments into more substantial ones.
- The business community must understand that the value of its investment in education goes beyond the adequate preparation of future employees. That investment also strengthens the social fabric of a community.
- Business leaders should be enlisted in city government and school system efforts to eliminate state constitutional and statutory barriers to the best use of available resources to improve the education system. Likewise they should be enlisted in collaborative efforts to obtain increased state and federal funding for education.

Marketable Skills

- Identifying private sector jobs is a priority and securing an adequate number of, and training for, them requires a commitment on the part of employers citywide.
- Job coaches are needed to help young workers succeed in jobs and to increase employers' confidence in the ability of the young workers. Employers must be helped to view schools as a reliable source for entry-level workers.
- Local businesses, especially small businesses, should be engaged in school-to-career efforts. Specific goals in terms of the number of placements should be established in these efforts.
- For school-to-career committees to be effective, most members must be drawn from the business community. Employers should be involved in curriculum development to ensure that courses impart the skills needed for success in jobs.
- In school-to-career programs, job opportunities should be presented to students not as an entitlement but rather as a reward for

good academic performance, good attendance, and other achievements.

- City funds used to purchase goods and services should be used to leverage job opportunities for young people. Similarly, funds for training should be used to leverage jobs.

Mayor's Best Practice: *Thomas M. Menino, Boston*

As part of a five-year plan, Mayor Thomas Menino and Superintendent Thomas Payzant are committed to improving teaching and learning through whole school change and a strong infusion of technology. The Mayor has pledged that there will be one computer for every four students, a computer for every teacher and that every classroom will be wired and have access to the Internet by the year 2001. Along with the necessary infrastructure comes a commitment to professional development and technical and curriculum integration support.

Since the Mayor made his pledge 27 months ago the Mayor and the Boston Public Schools acquired, had donated or created many resources that enabled the Boston Public Schools to lay claim to several national firsts in the area of educational technology including NetDays and Net Year, capital commitment, private sector partnerships, partnerships with foundations, institutions, government agencies, organizations, and a universal fund service.

Turn to page 9 for more details

Community Involvement in Public Schools: Police, Education, Community Organizations

Community Participation

- Schools should serve as institutions which meet a variety of community needs and serve a variety of populations—students, parents, seniors, adults seeking additional education and training. They can provide excellent locations for health clinics, social services agencies, police sub-stations. As community schools—open well beyond the traditional school day—they can both meet students' educational needs and become a focal point for community activities.
- Teachers need support to address the complex social issues facing students. Human services professionals—mental health providers, nutritionists, social workers, and others.—can provide the necessary expertise when placed in schools. Especially in the context of welfare reform, schools should work to ensure that student needs are addressed.
- School efforts to involve families and neighborhoods must recognize that many parents, particularly parents in their teens, need training in parenting skills and adult education. A variety of institutions, including hospitals, should target new parents with information on how to give their children what they need to be ready for school. The business community and police departments should join in city-wide efforts to raise awareness of the need for improved early childhood development. A basic responsibility of city government is to help parents ensure that children will go to school safe, healthy and ready to learn.
- Encouraging parents to play a more pivotal role in and around school buildings will have a positive impact and lasting effect on student achievement and social development. Working in tandem with teachers and youth practitioners, parents—regardless of their education level—can and do play an important role in motivating their children to learn, supervising homework, and exposing their children to new learning opportunities.
- Healthy, supportive learning environments should be available where and when young people congregate, because learning takes place everywhere and all the time. Programs serving youth during out-of-school time should be directly linked to academic performance standards and social development outcomes.
- School systems must acknowledge their responsibilities to the neighborhoods they serve. Failure to maintain school facilities contributes to neighborhood deterioration and lower property values. Poorly maintained buildings and trash-strewn playgrounds lower quality of life for all neighborhood residents.

Safety

- Because the hours between 2:00p.m. and 6:00p.m. are when children are most at risk, programs should be available to provide a safe and healthy environment and one that continues the learning process after school.
- Enforcement of truancy and curfew laws can identify other prob-

lems and needs faced by some young people, address them through referrals to appropriate agencies, and produce greater parental involvement in their children's lives.

- Parents' confidence in school security will affect decisions to remain in a community or to keep their children in public schools. In some instances, police presence in schools may be necessary to give parents confidence that their children are in a safe school environment.
- Providing a safe environment for learning must a priority for public schools. In determining security needs, the role of a police officer in a school will depend on the individual school.
- The presence of police officers in schools can change students' perceptions of police in the larger community, offering students opportunities to interact with police officers in positive ways. This can extend to teachers and police officers jointly teaching classes that may include law-related subjects.
- Students must be helped to understand that the police enforce laws consistently in both school and community settings, and that this extends to a policy of zero tolerance for violence.
- Community confidence in the schools is bolstered by police confidence in the schools. The chief of police, a highly visible position in the city, is among those best able to voice this confidence.
- School policies in areas such as expulsion, suspension, handling of fights and hours of operation should be re-examined in light of their impact on public safety.

Mayor's Best Practice: *Beverly O'Neill, Long Beach*

Long Beach has been a national leader in public school reform and in forging effective school district—city government partnerships. Now in its third year, the Long Beach Unified School District was the first public school system in the nation to require uniforms in all elementary and middle schools. The uniform policy has contributed to a dramatic 71percent reduction in school crime, as well as to the highest rate of student attendance in two decades.

City, community and education leaders have also joined together to create a "Seamless Education Initiative." Coordinated through the non-profit Long Beach Community Partnership, the initiative has brought together educators from the local school district, community college and the university to align standards, course curriculums and assessment methods. The objective is to ensure that students are well prepared to meet the challenges of the next academic level as well as reduce any academic duplication. The initiative has also led to the school district and university working together on a new teacher preparation program.

Turn to page 14 for more details

Federal and State Roles—Ensuring that Federal and State Governments Support City-wide Efforts to Improve Education

- Federal and state funding should reward, not punish, successful efforts to improve education systems. Funding should be available to school systems which are achieving success as well as those which are struggling to overcome problems. Incentive or opportunity grants—such as the President's Education Opportunity Zones Initiative—should be available to individual schools and school districts to assist them in improving academic quality.
- Urban school systems across the nation are struggling to meet the costs imposed by unfunded federal and state education mandates. Because meeting mandate costs makes it impossible to fund the initiatives needed to overcome the special problems of students in urban settings, federal and state education mandates must be accompanied by funding.
- State financing of school districts, based on per capita distribution, generally fails to take into account the special needs of urban systems and the children they serve. In each state, funds must be allocated to urban systems in recognition of the disproportionately high costs they incur in meeting the needs of urban students.
- The principle of direct federal funding of urban education programs to school districts must be incorporated in any future federal funding schemes, such as the block grants which have been proposed.
- Urban school districts have disproportionately inadequate school facilities, which are in varying states of disrepair and which are unsafe for their students. Federal and state funding for public school construction priorities—such as the President's School Modernization legislation—should be made available.
- Because large class size affects the learning environment for students, federal and state funding should assist school districts to hire qualified teachers to reduce class size and ensure quality education for public school students.
- Public education must continue to be available to all children, regardless of their immigration status.

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 powerful impact on improving the prospects of children in some of our poorest communities.

**PRESIDENT CLINTON:
IMPROVING URBAN SCHOOLS FOR THE 21st CENTURY**

May 7, 1998

" How will we 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 in quality -- in standards --in accountability -- in excellence. And the mayors of our great cities are leading the way."

President Bill Clinton
May 7, 1998

Today, President Clinton meets with the U.S. Conference of Mayors at the conclusion of a two-day conference focused on strengthening public schools in America's cities. In his remarks to the mayors, the President applauds the mayors' efforts, releases a report on improving low-performance schools, and announces the introduction of new Education Opportunity Zone legislation to help city schools.

IMPROVING SCHOOLS FOR THE 21ST CENTURY. President Clinton's broad education agenda is designed to ensure that American public schools remain "ladders of opportunity" into the 21st Century. Over the last few years, his plan has made higher education accessible to all Americans. Now, his plan focuses on reducing class size in the primary grades, modernizing school buildings, recruiting and preparing teachers for under served urban and rural areas, and dramatically expand the availability and quality of child care and after-school learning opportunities.

EXPANDING URBAN EDUCATION OPPORTUNITY. President Clinton is committed to bringing his education reforms and improvements to urban schools. To help do this, the President has proposed Education Opportunity Zones, a competitive grants program designed to support school districts with a track record of improving student achievement and a commitment to implementing cutting-edge reforms. Today, President Clinton announces that Senator Kennedy and Congressman Clay are introducing legislation to create the Education Opportunity Zones program. Under the President's five-year, \$1.5 billion 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:

- End social promotion and turn around failing schools;
- Prevent students from falling behind by ensuring quality teaching, challenging curricula, and extended learning time; and
- Use high standards and tests of student achievement to identify and provide help to students, teachers, and schools who need it.

TURNING AROUND LOW-PERFORMING SCHOOLS. Strengthening public education requires that local and state officials refuse to tolerate persistently low-performing schools and instead take positive steps to turn them around. This requirement is a centerpiece of the President's Education Opportunity Zones proposal. President Clinton announced, today, 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.

ENDORING THE CLINTON EDUCATION AGENDA. Today, the mayors present President Clinton with a copy of the Mayors' Action Agenda for Public Schools. The Action Agenda endorses key components of President Clinton's education agenda, including his Education Opportunity Zones proposal and his School Modernization initiative. This plan calls on mayors to exercise leadership by making the quality of public education the highest priority of a city; and it encourages them 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.



Mickey Ibarra
03/26/98 03:14:51 PM

Record Type: Record

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

cc:

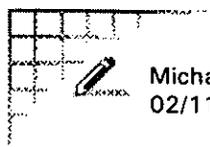
Subject: Mayors

At noon today the US Conference of Mayors confirmed that May 7 at 2pm will work for them to come to the WH to conclude their Mayors Conference on Public Schools. We indicated the meeting with the President would be followed by a reception.

I will serve as the IGA staff contact for this event along with Lynn Cutler. Mike Cohen is the lead for DPC. Let's plan on getting together next week to determine how best to proceed with planning internally and with the USCM. Thanks.

Message Sent To:

Stephanie S. Streett/WHO/EOP
Jennifer M. Palmieri/WHO/EOP
Bruce N. Reed/OPD/EOP
Elena Kagan/OPD/EOP
Robert M. Shireman/OPD/EOP
Robert M. Shireman/OPD/EOP
Maria Echaveste/WHO/EOP
Emily Bromberg/WHO/EOP
Fred DuVal/WHO/EOP



Michael Cohen
02/11/98 11:34:58 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP

cc: Christa Robinson/OPD/EOP

Subject: WH education conferences



WHCONF3.D

Attached is a revised version of the memo on education conferences, which just never gets to the top of my list. It has been revised with input from Bob Shireman, particularly with respect to a Hispanic Dropout conference that NEC is on the hook for.

I think its time to send this forward, especially if we want to get something going with ACHIEVE on the tests over the next few weeks. They will press us for some committment on the Transcript conference they are interested in.

Gene has not seen this yet, despite Bob's involvement. I wanted you two to sign off before giving it to Gene.

DRAFT

MEMORANDUM FOR THE CHIEF OF STAFF
RAHM EMANUEL
ANN LEWIS
PAUL BEGALA

FROM: BRUCE REED
GENE SPERLING
MIKE COHEN

SUBJECT: White House Conference on Strengthening Public Education and related events

We are proposing four high visibility education events, to be implemented before the end of the school year in June, that will provide a number of opportunities for the President to highlight and demonstrate broad support for his education agenda. As a package, these events will underscore the President's commitment to strengthening public education by raising standards, promoting public school choice, investing in quality and promoting accountability, and draw a contrast with the Republican agenda of promoting vouchers and abandoning public schools.

The proposed events, listed in the order in which they should occur, are:

- A roundtable discussion with business leaders showcasing employer efforts to support high standards.
- A Mayor's Conference on Public Schools, with Presidential participation.
- A "Staying in School" event focusing on effective approaches to increasing high school graduation rates, with a special emphasis on Hispanics.
- A White House Conference on Strengthening Public Schools, featuring local success stories that reflect the Administration's agenda.

These events are described in more detail below.

1. Roundtable Discussion on Business Community "Transcript Project"

Background: The Business Roundtable, the U.S. Chamber of Commerce, and the National Alliance of Business have endorsed the President's proposal for voluntary national tests. They have also each endorsed a common policy statement on the importance of high standards in education--one key part of which calls on employers to review high school transcripts or other evidence of academic achievement of prospective employees in order to underscore the importance of standards. This builds on a commitment business leaders made at the 1996

National Education Summit, to implement hiring practices that will require entry-level job applicants to demonstrate high school academic achievement, and to send a powerful message to students that performance in school counts.

More than 500 employers around the country have already begun to implement this initiative, as part of broader business/education partnerships working in collaboration with local school systems to raise standards and strengthen public schools. Nationally, IBM, Bell South, Eastman Chemical and Eastman Kodak are the leading companies implementing and promoting this idea.

BRT, NAB and the Chamber, along with ACHIEVE (led by Lou Gerstner of IBM) have asked for the President to endorse their efforts (know as the "Transcript Project") and give them additional visibility.

The Event: A roundtable discussion involving the President, key national business leaders (including Lou Gerstner), education leaders, and local employers, educators and current and former students, highlighting business efforts around the country that send kids the message that academic performance counts.

The business groups have identified a number of communities/states where this initiative is working especially well, and which could serve as ideal sites for an event. These include Orange County CA, Rochester NY, Berks County PA, and Kingsport TN.

Possible announcements: The President could announce that 500+ businesses already have signed on and challenge other employers to follow suit. The business leaders would call on Congress and states to support the national tests; and announce their support for the President's efforts to end social promotions, including, possibly, for the Education Opportunity Zones proposal.

With sufficient advanced notice, the business groups would be willing to help amplify the event by using the Chamber of Commerce's satellite capability to transmit the event to local business/education partnership events they would organize throughout the country.

Time frame: March

2. U.S. Conference of Mayors Conference on Public Education

Background: Last fall the U.S. Conference of Mayors approached us about a possible joint White House/USCM Conference on Public Education, as a vehicle to highlight the emerging leadership role of mayors in education, to encourage additional mayors to play important leadership roles in local education issues, and to give the mayors a greater voice in the national education discussion. Heightened

involvement of mayors in education is good for education, and mayors are an important source of support for our education initiatives, ranging from America Reads to the national tests.

Last month when the mayors were at the White House, the President accepted the USCM invitation to speak at their conference. Staff from DPC and Intergovernmental Affairs staff have met with representatives of USCM and its chair, Mayor Daley in order to better understand the USCM objectives and proposal. Based on these discussions, we believe the approach outlined below is workable.

The Event: The President would host a 1-2 hour meeting (pool spray, then closed press) with mayors to discuss public education. This meeting would occur the morning after a day-long Mayors Conference on Public Education, organized by the U.S. Conference of Mayors. The participants will be mayors, though local education leaders, school board members and teachers' organizations will be invited to participate as well. The White House and Education Department will work closely with USCM on the development of the conference program, to ensure that the agenda reflects Administration priorities to the maximum extent possible. As appropriate, Administration officials will participate in the conference.

The conference enables us to strengthen our ties with the mayors over education issues, and will be another opportunity to build and highlight support for the President's overall education agenda, and we can help structure the conference agenda so that it features those issues in which we and the mayors and most in agreement. USCM believes this approach furthers its objective of promoting mayoral involvement in education, and Mayor Daley's office believes this would meet the Mayor's particular objective as well.

The Mayors could be asked to organize local events linked to the White House Conference on Strengthening Public Education described below.

Possible Announcements: We believe it will be possible to announce USMC endorsements for a number of our education initiatives, such as school modernization and Education Opportunity Zones.

Time frame: April - May

3. Hispanic Dropout Conference

NEC has been working closely with the Hispanic Caucus on the development of a Hispanic Education Initiative. In this context, some Members of Congress have urged that the Administration hold a White House Conference on Hispanic Dropouts, or at least on the dropout problem generally.

While this topic is probably too narrow in scope for a full White House Conference, it is important to find a way to respond positively to this request. At present, NEC

is considering some Presidential and Administration involvement in a conference to share solutions to the dropout problem (Hispanic and others). The conference would highlight lessons from successful efforts to reduce dropout rates and to provide youth with alternatives to traditional high schools. The conference could also be a vehicle for highlighting the Administration's High Hopes College/School Partnership initiative.

The event: A consortium of outside groups --such as the Ford Foundation and the Brookings Institution --would sponsor a conference on "Staying in School." It would feature presentations of research on the reasons for high dropout rates, and more important, effective approaches to reducing dropout rates. The President would help to open the conference with a roundtable discussion with school professionals who have battled the dropout problem. This would demonstrate how the Administration's approaches: high academic standards, charter schools, smaller class sizes, etc., relate to problems like high dropout rates. The message would be that there are solutions that make a difference, and the President would ask them and others participating in the conference to report back with recommendations for how to share and implement these solutions more broadly.

Possible Announcement: To be determined

Time frame: open

4. White House Conference on Strengthening Public Education

Background: Recent White House conferences on Early Learning and Child Care have been opportunities to focus public attention on critical issues and to create a common point of departure for the field and the Administration. They served as launching pads for new Administration initiatives, and became events that the Administration, the field and the press could repeatedly point to as something that galvanized action.

The President already has an ambitious agenda for public education, centered around standards, choice, accountability and investments in quality (e.g., technology, class size reductions). A White House Conference would:

- Highlight key aspects of the President's approach to strengthening public education by focusing attention on successful local and state efforts, consistent with the President's priorities and initiatives.
- Demonstrate broad support for the President's agenda by bringing together education, business and community leaders, state and local officials around agenda to strengthen public schools.

- Provide an opportunity to contrast Administration efforts to strengthen public education with Republican efforts to undermine it.
- Provide a launching pad for new Administration initiatives to be proposed to the next Congress; when Goals 2000, Title 1, and other major elementary and secondary education programs are to be reauthorized.

In addition to previous White House conferences organized by the Clinton Administration, two earlier Education Summits provide a context that will frame public perceptions of this event. The first was the 1989 Education Summit President Bush held with the governors, which led to the National Education Goals. Gov. Clinton was the lead governor for this event. The second was the 1996 National Education Summit Lou Gerstner organized for the governors and 50 CEO's, focused on state efforts to raise standards and incorporate technology into education. President Clinton spoke at that event.

The proposed White House conference will contrast with these events by being more inclusive (involving parents, teachers, school board members, mayors and community groups in addition to governors and CEO's) and more grass roots oriented (focusing more heavily on examples of effective local practices than on state policies)

The Event: This would be a one day meeting, most likely in the East Room (though conceivably held someplace outside of Washington, such as a high school), involving the President, the Vice President, the First Lady, Mrs. Gore and Secretary Riley.

Participants would include a broad range of national, state and local leaders in education, including parents, teachers and administrators, local school boards, mayors, business leaders, governors and state education officials. The conference would be organized into 4-5 panel discussions, each featuring a different set of issues that highlighted effective local practices tied to the President's agenda.

For example, we could organize the panels around ways of achieving key goals (helping 8 year olds to read, 12 year olds to log on to the Internet and learn math, preparing kids for college), or around successful approaches to reform (e.g., promising urban reform efforts such as Chicago's; successful college-school partnerships that provide mentoring; cutting-edge uses of technology in schools). For each panel, we would have a mix of local educators, parents and community leaders, mayors and governors, and business leaders. The discussions would focus on what works, how it can be spread to other places, and how the Administration initiatives are, or could better, help.

Possible Announcements: To be determined

Time Frame: Late Spring, or possible for Back-to-School (August-October).

SCHEDULING REQUEST

FEBRUARY 13, 1998

 ACCEPT

 REGRET

 PENDING

TO: Stephanie Street, Director of Scheduling

FROM: Bruce Reed, Assistant to the President for Domestic Policy
Micky Ibarra, Assistant to the President for Intergovernmental Affairs

REQUEST: To host a White House meeting with Mayor's on Public Education.

PURPOSE: To meet with the Conference of Mayors and announce a joint commitment to improving education.

BACKGROUND: The President would host a White House meeting with the mayors the morning following the Mayors Conference on Education. This meeting would highlight the support that the mayors have for the President's education proposals, and the Conference of Mayors would endorse specific initiatives of the President's educational agenda at this time. The meeting would also include local educators and students who will have participated in the Mayor's Conference.

DATE: April or May

LOCATION: The White House

PARTICIPANTS: The President
Conference of Mayors
Educators and Students

REMARKS

REQUESTED: Yes

MEDIA: Pool Spray, then Closed Press

CONTACT: Bruce Reed x6-6515
Christa Robinson x6-5165

SCHEDULING REQUEST

FEBRUARY 13, 1998

 ACCEPT REGRET PENDING

TO: Stephanie Street, Director of Scheduling

FROM: Bruce Reed, Assistant to the President for Domestic Policy

REQUEST: A White House Conference on Strengthening Public Schools, featuring local success stories that reflect the Administration's agenda.

PURPOSE: To focus public attention on the President's agenda to strengthen public education.

BACKGROUND: This conference would:

- (1) highlight key aspects of the President's agenda by showcasing successful local and state examples;
- (2) demonstrate broad support for the President's initiatives by bringing in National Validators;
- (3) provide an opportunity to contrast the President's education proposals with the Republican proposals;
- (4) provide an opportunity to launch any new items the Administration may want to introduce in to the next Congress, when Goals 2000, Title I, and other major elementary and secondary education programs are to be authorized.

Recent White House conferences have served as a launching pad for new Administration Initiatives and served to focus public attention on critical issues. Although there have been two previous education conferences that the President has participated in (e.g. 1989 Bush Education Summit w/ Governors and a 1996 Education Summit Lou Gerstner organized w/ Governors and business representatives), this is an opportunity for the President to create and host his first national summit on education. This would contrast the other conferences because it would be far more inclusive and would focus more on local practices than on state policies. There could be 4 or 5 panel discussions involving parents, teachers, school board members, mayors, governors, and business representatives, that each focus on how to achieve a key goal of the President's agenda -- such as, making sure 8 year olds can read, 12 years olds can log on to the Internet and learn math, etc.

DATE: April or May, or a back-to-school event in August or September

LOCATION: The White House or a local school.

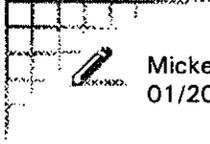
PARTICIPANTS: The President
The First Lady
The Vice President
Mrs. Gore
Secretary Riley
National, State, and Local Leaders in Education.
Parents and teachers
CEO's
Community groups

REMARKS

REQUESTED: Yes

MEDIA: Open Press

CONTACT: Bruce Reed x6-6515
Christa Robinson x6-5165



Mickey Ibarra
01/20/98 08:36:03 AM

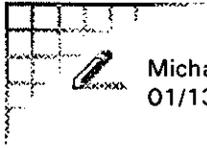
Record Type: Record

To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP
cc: Suzanne Dale/WHO/EOP, Lynn G. Cutler/WHO/EOP, Sylvia M. Mathews/WHO/EOP, Michael Cohen/OPD/EOP
Subject: Education

I have read and returned comments to Michael on his draft regarding a WH Conference and related meetings on education issues. I like the four event sequence he proposed including a mayor's conference. I'm hopeful we can reach agreement this week on a Decision Memo to the President so we can be in a position to announce all (or at least

I'd appreciate knowing if you think this is possible to get done in time for USCM. Is there anything you need from IGA to help move it along? Thanks.

Emily
will bring SF off's



Michael Cohen
01/13/98 07:35:42 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP
cc:
Subject: Re: Long awaited WH education conference memo

So, I was a hit with Mickey.

Does it make sense to distribute this to Gene (Shireman already has a copy), Ann Lewis, Maria and others (Paul B?), and then pull them together to see if there is agreement on moving forward on some or all of this package?

----- Forwarded by Michael Cohen/OPD/EOP on 01/13/98 07:36 PM -----



Mickey Ibarra
01/13/98 07:27:20 PM

Record Type: Record

To: Michael Cohen/OPD/EOP
cc: See the distribution list at the bottom of this message
Subject: Re: Long awaited WH education conference memo 

Mike, I like the draft memo a lot. Taking this on as a four part package from now thru the end of the school year makes a lot of sense. The April time and event you describe for the mayors is very consistent with what we heard from the mayors. I am very confident they will be on board with us. Simply change OIG to IGA and refer to Mayor Helmke as chair and Mayor Corradini as vice-chair. We met with them both.

It would be terrific if we could get this all ready for a package announcement at the USCM breakfast at the WH on January 30. If not, we should at least be ready to announce the Mayors Conference on Public Education jointly with the USCM. Good stuff! Thanks Mike.

Message Copied To:

Bruce N. Reed/OPD/EOP
Elena Kagan/OPD/EOP
Lynn G. Cutler/WHO/EOP
Ann F. Lewis/WHO/EOP
Sky Gallegos/WHO/EOP

Educ-public schools conference

Bruc/Mike - This makes me think twice about this idea. Unless we can make sure that the mayors' strategy matches our initiatives and budget proposals, this is not worth doing. can we make sure of that??



Emily Bromberg
10/08/97 01:51:49 PM

Record Type: Record

To: See the distribution list at the bottom of this message
cc: Sky Gallegos/WHO/EOP
Subject: mayors conference on public education

I thought it might be helpful for you all to know how we handled the Mayors' Drug Summit at the White House in the spring. It may inform your decision on how to handle the mayor's request for a White House Conference on Public Education.

Eric

The conference was divided into two days. Participants included the mayors and they were asked to bring their police chiefs and prosecutors as well. The first day, the US Conference of Mayors met at a hotel in town, with a full agenda that included presentations by several members of the cabinet. The goal was to work toward a national drug strategy document that could be presented to the President the next day. Obviously, we worked very closely with USCM on the draft presented to the mayors and subsequent changes made to the draft throughout the day. On day two, the mayors, chiefs, and prosecutors were invited to the White House for breakfast and an informal conversation with POTUS. After an opening program (POTUS, VPOTUS, Mayor Daley, and Mcaffrey) and breakfast, Daley moderated, and the POTUS asked questions of the participants and responded to questions. Daley presented the POTUS with their drug control strategy. It was a very successful event.

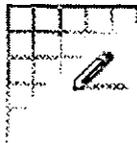
Press plan was pool at the top (where the mayors drug policy document was presented), closed for the discussion, a stakeout, and lots of preplanned regional press for the mayors.

Your goal for education may be different. However, this allowed us to invite only the mayors, chiefs, and prosecutors and not other locals, govs, members, advocates, etc. It was their conference, but we helped shape the agenda. We got great press, and it took 90 minutes of POTUS time.

Message Sent To:

Mickey Ibarra/WHO/EOP
Thurgood Marshall Jr/WHO/EOP
Ann F. Lewis/WHO/EOP
Maria Echaveste/WHO/EOP
Elena Kagan/OPD/EOP
Michael Cohen/OPD/EOP

Educational -
public schools conference

 Mickey Ibarra
10/20/97 10:37:27 AM

Record Type: Record

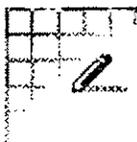
To: See the distribution list at the bottom of this message

cc: Suzanne Dale/WHO/EOP

Subject: Re: Public Schools

I think we need some more discussion to address the questions Sylvia poses below. Based on further conversations I've had with the USCM and the experience of the Detroit Summit last week, I would like to meet this week to see if we can reach agreement so a larger meeting can be convened by Sylvia to move forward. Please let me know if you have some other suggestions for addressing these issues you'd like to express before the meeting. I will ask Suzanne Dale to schedule. Thanks.

----- Forwarded by Mickey Ibarra/WHO/EOP on 10/20/97 10:03 AM -----

 Sylvia M. Mathews
10/17/97 07:48:22 PM

Record Type: Record

To: Mickey Ibarra/WHO/EOP

cc:

bcc:

Subject: Re: Public Schools 

The only question I have about having a meeting now is has enough work been done to try to answer some of the fundamental questions:

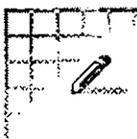
Who should attend?

What would be the theme? Responsibility in Schools?

What is the objective of the conference?

IF you think we are far enough along on these questions, please let me know and I will call a meeting.

Mickey Ibarra

 Mickey Ibarra
10/17/97 02:11:21 PM

Record Type: Record

To: Sylvia M. Mathews/WHO/EOP
cc: Emily Bromberg/WHO/EOP, Lynn G. Cutler/WHO/EOP
Subject: Public Schools

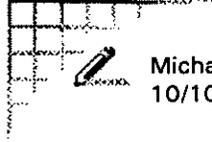
I met with Mayor Paul Helmke (R-Ft. Wayne, IN), president of the US Conf. of Mayors, DeeDee Corradini (D-Salt Lake City), vice president of USCM, and Tom Cochran, executive director, USCM yesterday to discuss a number of issues of concern to them and the White House. Regarding a possible WH Conference on Public Schools, I indicated that we are actively considering their proposal and it seemed clear to me that any such conference would need the involvement of a number of major stakeholders in education (more than mayors). They mentioned superintendents, school boards, and teacher organizations as perhaps logical but caution against too many. They also do not want to get lost in the crowd.

Sylvia, I think we need you to play the "honest broker" role in the next discussion of a WH Conference on Public Schools. I suggest we insist on attendance from Bruce or Elena, Gene, Ann, Leg.Affairs, Maria, Mike Cohen, and me to get the issues on the table. I sense from our last discussion of this issue at our message meeting yesterday, there is angst relative to the role of Mayors and the ownership DPC and NEC feel about the issue of education in general.

I think you are the best bet for bringing closure to a decision ---yes or no for a conference. And if yes, I'm very confident everyone's concerns can be addressed by a planning group led by DPC. I strongly believe the conference should occur, preferably in April after all the Washington winter meetings of the intergovernmental groups are concluded and that the USCM should play a prominent role. However, I think it would be difficult for IGA to play the lead role. If you think differently, I'd like a chance to discuss this with you. Thanks for all your support.

Message Sent To:

Elena Kagan/OPD/EOP
Michael Cohen/OPD/EOP
Emily Bromberg/WHO/EOP
Jonathan A. Kaplan/OPD/EOP
Ann F. Lewis/WHO/EOP



Michael Cohen
10/10/97 04:08:24 PM

Record Type: Record

To: Mickey Ibarra/WHO/EOP

cc: Sylvia M. Mathews/WHO/EOP, Stephanie S. Streett/WHO/EOP, Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP

Subject: WH conference on public education

I received earlier today a copy of your Oct. 7 memo on the proposed WH Conference on Public Schools. As you know, I think some sort of conference on public schools is a very good idea, and I look forward to working with you to put it together.

I was surprised, though, to see the memo you sent--while I think we were all in agreement that a conference would be a good idea, I didn't think our consensus had gone quite as far as you portrated it. I thought that the action step coming out of our initial meeting would be additional planning, rather than a recommendation to hold the conference.

I think there are a number of critical issues we need to address before we are ready to go forward with this idea:

1. Do we cosponser this with the mayors, or with a larger group involved in public education? How will we deal with the school boards and other state and local education officials if we do this jointly with only the mayors? What role, if any, will there be for governors? I know that there was a strong feeling that the mayors are more prepared than ever to lead on education locally, that mayors and governors together would not be a good combination, and that mayors are at present a better source of support for our agenda than are the governors. Yet, given the large role governors have played in education over the past decade--in large part as a result of leadership previously provided by POTUS and Secretary Riley, can we really leave the governors out? Remember how the story of the 15 cities that signed up for the test quickly became a story about how few governors had?

2. How will we respond to the long-standing request from the Hispanic Caucus for a WH Conference on Hispanic Dropouts? As you know, NEC has been talking to the caucus about this for some time. I believe we all thought that we would not be likely to hold two WH conferences on education in the Spring. We haven't yet figured out how to balance the proposals for both conferences in a way that works, and that doesn't leave both the mayors and the Hispanic caucus upset.

One additional thought that didn't come up at the meeting. Riley has been taking a considerable amount of (undeserved) heat from the US Catholic Conference this week, because of his strong statements against vouchers. They are claiming that he is hostile to private education--a far more intense charge than they have ever made before, even though Riley's position on vouchers has been clear, firm and consistent since the day he was nominated. The point here is that we have, for the past 5 years, maintained good relationships with the private schools. This has served us well on all kinds of issues, including almost all of our legislative agenda. We should think through how a conference on public schools will play with those folks.

I've had a chance to check with NEC staff, and know that they share my concern that we haven't reached an agreement on these and other key points. I suspect others at the meeting would feel the same way.

I look forward to working with you on these issues soon, so we can move this forward.

Educ - public school
conference



● Suzanne Dale

10/04/97 02:38:35 PM

Record Type: Record

To: Elena Kagan/OPD/EOP, Marjorie Tarmey/WHO/EOP, Virginia N. Rustique/WHO/EOP
cc: Mickey Ibarra/WHO/EOP, Lynn G. Cutler/WHO/EOP, Cathy R. Mays/OPD/EOP
Subject: Mtg. Re: Proposed USCM Public Schools Summit

Whoops! In the process of creating long distribution lists for this message, I somehow mistakenly deleted each of you. Sorry!

Invitees include: M. Echaveste, J. Hilley, A. Lewis, Goody M., B. Reed, G. Sperling, L. Cutler, E. Kagan, and M. Cohen.

Do you think there's anyone else I left out? Thanks.

----- Forwarded by Suzanne Dale/WHO/EOP on 10/04/97 02:31 PM -----



● Suzanne Dale

10/04/97 02:22:14 PM

Record Type: Record

To: See the distribution list at the bottom of this message
cc: See the distribution list at the bottom of this message
Subject: Mtg. Re: Proposed USCM Public Schools Summit

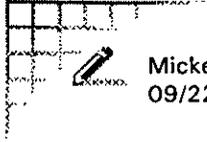
At the suggestion of Mayor Richard Daley (D-Chicago, IL), Mayor Tom Menino (D-Boston, MA), Mayor Dannel Malloy (D-Stamford, CT), and Mayor Beverly O'Neill (D-Long Beach, CA), the leadership of the U.S. Conference of Mayors (USCM) recently voted to formally request a "White House/Mayors Conference on Public Schools," similar to last year's White House conference on drug control. Mickey Ibarra has asked me to set up a meeting this week to discuss this request.

If a consensus is reached that a White House conference is a positive idea, the upcoming USCM/Council of Great City Schools joint meeting in Detroit (October 15 - 18) may provide the appropriate opportunity to formally announce our intention to sponsor a public schools conference.

Would you please ask someone to contact me regarding your availability for a preliminary meeting on this proposal? I'm considering Tuesday, October 7, at 11am or 4pm. Thanks.

Message Sent To: _____

Educatic - public school conference



Mickey Ibarra
09/22/97 11:37:24 AM

Record Type: Record

To: Michael Cohen/OPD/EOP, Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP
cc: Emily Bromberg/WHO/EOP, Sky Gallegos/WHO/EOP, Ann F. Lewis/WHO/EOP
Subject: WH ED Conf.

I just spoke to Tom Cochran, the executive director of the US Conf. of Mayors. I spoke to their Leadership Conference last Friday evening. Tom indicates that thier education task force chairs Mayor Menino of Boston and Mayor Daley of Chicago are proposing a WH Conference on Public Schools be held this winter. They believe the WH Conference on Drugs serves as a model they would like repeated. I will have paper on this soon to share with you. We can discuss how best to respond then. Tom is hoping to meet with us on this proposal sometime next week.

To The Mayor From The Executive Director



Fort Wayne, Indiana

September 23, 1997

It's September and the leadership of the Conference of Mayors is having its "summer" leadership meeting. The mayors always come together at this time after the Annual Meeting in June to decide priorities or, to be more direct, they come together to decide what we are really going to do this year. A leadership meeting after the Annual is important because you can't talk and plot strategy in the atmosphere of an Annual Conference of Mayors, especially in San Francisco where the news media are everywhere.

This year, our President, Mayor Paul Helmke, wanted to bring us to his hometown, Fort Wayne, Indiana. He has been a loyal member throughout his nearly 10 years as mayor, traveling anywhere we asked him to go and supporting all our policy positions which — let's face it — were sometimes not in line with the politics of his state or his political party. But he's been there for us, in more ways than one, and he wanted the leadership to come to the heartland — and the mayors showed up in droves for a most successful meeting.

Cuomo/NACo - Brownfields

HUD Secretary Cuomo spent several hours listening to and learning about mayoral concerns — and not just concerns about HUD. The discussions went across the board, with an economic development thrust. Chicago Mayor Richard Daley has been advocating for some time now that the Secretary of HUD should be our representative to the President on more than just housing issues. Mayor Daley spoke about this publicly in a Fort Wayne press conference.

In our meetings, Secretary Cuomo referred to the brownfields in urban America as the stains of perspiration left from the industrial revolution. With the technological changes that were made in the transition from manufacturing to service economies, many sites in cities were left barren. The goal before us is to develop those sites.

Our Brownfields Task Force co-chairs — Mayors Chris Ballwage of Elizabeth, Lee Clancey of Cedar Rapids and Charles Box of Rockford — presented data and charts which surprised the mayors and Secretary Cuomo. Over 30,000 vacant lots in the nation were released in 1995

by EPA Administrator Browner with EPA's blessing. These sites can now be developed. No one has ever told us exactly where these sites are located in political terms. In our private focus groups leading up to the Fort Wayne meeting, many thought the sites would be located in the rust belt and in our older cities on the east coast. But, alas, charts were produced by our USCM brownfields staff team which show the sites are spread across every Congressional district in America. And the striking thing about this picture is that brownfields are located in Congressional districts that even the most seasoned urban observers would not have predicted. After the Brownfields Task Force presentation, everyone concluded that the brownfields issue is indeed a national challenge and a cause that deserves even more Congressional and White House attention.

NACo President Randy Johnson and Large Urban County Caucus President Peter McLaughlin, both Hennepin County Commissioners, voiced their support, along with Secretary Cuomo, for action on the brownfield issue. Mayor Helmke addressed the Sustainable Communities session at the NACo Annual Meeting in Baltimore this past July and asked that NACo join him in his effort to do what we can this year to breathe life into thousands of vacant lots on our American soil. No doubt, there will be more action on the brownfields issue. The "September in Fort Wayne" experience has given us the political strength and assurance to go forward.

While there are differences on Capitol Hill about how brownfields relate to Superfund reform, the political situation inside the Washington beltway will not stop or even slow the growing grassroots concern about brownfields that will surface in the next year.

As Secretary Cuomo remarked on President Clinton's urban speech in San Francisco, it was not a statement of victory; it was instead a charge for us to go forward, a commencement of a campaign to be victorious in making all our cities economically sound, to make them good, safe places to live meaningful, productive and enjoyable lives.

Among other challenges, the mayors and county officials will work together on the brownfields issue and Secretary Cuomo will be there with us, too. We are presently identifying members of Congress to join — indeed, lead — our campaign. The data we have developed suggests that they will feel the political need to focus on this issue. The issue is too widespread, and it's an issue that people can actually see. You take a vacant lot, a dilapidated building, and do something with it. People notice it; they feel good about it, especially if jobs are created. But

even if it's a soccer field, it's better than what was there before.

We have a long road to hoe; there's still lots of political work to do on the brownfields issue. But all agree that "September in Fort Wayne" shows us that it's going to be easier because we have identified a national need and we have bonded with some powerful allies — Secretary Cuomo of the Clinton Administration, the National Association of Counties, the Large Urban County Caucus. The Congress, the nation's bankers and the nation's farmers will now be approached by Mayor Helmke and the Brownfields Task Force members. Prime farm land in America is being eaten up by urban sprawl at a rate higher than in any other nation on earth. Farmers and others concerned about protecting the natural state of certain precious areas in our nation will come with us. This past year we have had bankers, such as BankAmerica's Mr. Goodyear of Chicago, tell us that within our cities there is economic hope, and bankers and developers will follow us. We have our brownfields tax incentive, thanks to Secretary Rubin and President Clinton, and that will help in certain areas. Seed grants will be needed, however, in some cities to jumpstart the development. Local governments overwhelmed with vacant brownfields lots will need the seed money to bring the developers and bankers to the table. That's why the Conference of Mayors will push

for 10 percent of Superfund money to be allocated to brownfield development. Ten percent of \$2 billion is \$200 million, and that is our goal set in San Francisco and reaffirmed with solid statistics and strong allies here in the heartland this week.

White House Mayors Conference on Public Schools

Mayors Daley of Chicago, Thomas Menino of Boston, Dannel Malloy of Stamford, and Beverly O'Neill of Long Beach recommended that a formal request be made to The White House to join with us, as they did last year on drug control, in sponsoring a White House/Mayors Conference on Public Schools. The leadership approved this recommendation. As USCM President last year, Mayor Daley brought national attention to the local public schools issue. The Task Force on Public Schools, led by Mayor Menino, broadened the thrust to encompass cities across the nation. Mayor Malloy's experience and voice adds new dimensions to the public schools issue. In Stamford, he has been quite active on his school board, and reforms there have greatly increased the skills of his students. He tells us we can learn from looking at all models of the local public school structure, and he also wants the nation's experts on early childhood development to join us so we can learn more.

See COLUMN page 3



U.S. MAYOR

Publisher
Editor-in-Chief
J. Thomas Cochran

Contributing Editors

Chip Brown
Mike Brown
Joan Crigger
Roger Dahl
David Gatton
Jubi Headley

Larry Jones
Eugene Lowe
Kevin McCarty
Tom McClimon
Babette Penton
John Pionke

Jeffrey K. Richard
Kay Scrimger
Ed Somers
Laura DeKoven Waxman
Kathryn Kretschmer-
Weyland

Managing Editor
Guy F. Smith

Art Director
Richard Westbrook

Graphic Designer
John Foster

U.S. MAYOR (ISSN 1049-2119) is published bi-monthly by The United States Conference of Mayors, 1620 Eye Street, Washington, DC 20006. J. Thomas Cochran, Executive Director.

Periodicals postage paid at Washington, DC and additional offices.

POSTMASTER: Send address changes to U.S. MAYOR, 1620 Eye Street, NW, Washington, DC, 20006. Telephone number: (202) 293-7330.

Subscription: \$35 annually

U.S. MAYOR is printed on recycled paper <http://www.usmayors.org/uscm>

From COLUMN page 2

We are just scratching the surface on the public schools issue, but we will be going deeper into it if the current group of mayors in our leadership is any indication of interest. Long Beach Mayor O'Neill had an incredible career in education before she became Mayor, and Mayor Helmke appointed her to serve as the chair of the Standing Committee which has public schools within its jurisdiction.

We have contacted The White House and are presently setting up staff meetings to begin our planning. We will provide more information on The White House/Mayors Conference on Public Schools after our Task Force leaders meet and give us more details.

Transportation/ Congressman Shuster

The mayors assembled in Fort Wayne also sent word to Congressman Bud Shuster that they support his courageous efforts and leadership on the transportation and infrastructure needs of our nation. At issue is our current transportation priority, renewal of ISTEA legislation. Beyond that, there is the question of whether our nation will face up to the infrastructure needs of the public sector as we approach the 21st century. Our military is the strongest; we can whip anybody. Our economy is at its highest level in over 20 years and the dollar is strong.

But let's face it: we're behind Turkey on public rails and behind other countries on other infrastructure development. We are already hearing from other nations on what they are doing to "mark" the millennium. The President and Mrs. Clinton held a forum earlier this year to announce their participation. Public infrastructure could be a part of this program.

As U.S. Mayor goes to press, we learn that the Shuster effort will be delayed until next year. Our leadership is seeking a meeting with him this fall to discuss our strategy and find ways to bolster his efforts. He has stood up for us. In Fort Wayne the mayors showed their political support. Mayors want to help him, and they will. It's not over.

CDBG Week/NCDA

Mayors here expressed their strong support for the flagship block grant program, CDBG. They decided to meet in San Francisco in November to begin to develop a strategy to support it that would be presented at our Winter Meeting in January. The National Community Development Association (NCDA) will send its leaders and local directors, and executives of NCDA, Dianne Taylor and John Sasso, will work with us on this initiative which is being led by our President, Mayor Helmke.

Plusquellic/Membership

Akron Mayor Don Plusquellic says the

fun is over and it's time to get to work on membership goals. Mayor Plusquellic has one particular group of mayors in mind: those in any cities over 100,000 in population. He says there is no reason why any mayor of 100,000 or more should not be a member. Mayors here echoed his view, and there were volunteers to help him in every region. The Mayor made it clear he does not want to diminish the tremendous need we have to work with the small- and medium-size cities that are the backbone of the organization. Working with Debra DeHaney, our new chair and his Task Force members will keep a sharp focus on our new initiative aimed at 100,000-plus cities.

NACo/Randy Johnson/Tobacco

NACo President Johnson called on mayors to focus on the vast sums of money that are being awarded to states in the tobacco settlement cases. Commissioner Johnson wants to be certain that money going to the states for treatment or other needs does, in fact, reach the people with the needs. Commissioner Johnson brought an issue to Fort Wayne that we have honestly not focused on, but we have now joined with NACo in this effort, and more information will be coming your way.

Electronic Deregulation/Hays

Mayor Patrick Henry Hays of North

Little Rock made a strong presentation of his concerns about how cities will be affected by electric utility deregulation in our nation. NACo, the National League of Cities, and other groups have this as their priority, too. Together, we are leaving Fort Wayne with added emphasis on the issue.

Cianci/Business Community

Providence Mayor Vincent Cianci presented his vision of a new way of working with the business community. At a meeting last month in Newport with President Helmke, it was decided we would recommend to the leadership here a total overhaul of our relationship with the business community. A focus group is now being formed, more working sessions will be held this fall, and a plan will be presented to our leadership at the Winter Meeting in January. Mayor Cianci has already exhibited his leadership with this new initiative. He has done remarkably well in Providence by bringing his business community into partnerships on projects that have received national attention. His political and business senses are keen and we are most fortunate that he will give us his personal time as we change the culture of our organization to become more closely allied with business.

Crime/Drugs/ Methamphetamines

See COLUMN page 14