

EDUC IDEAS



Michael Cohen
06/02/97 02:42:31 PM

Record Type: Record

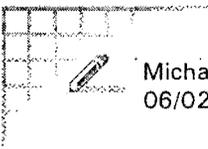
To: Bruce N. Reed/OPD/EOP
cc: Elena Kagan/OPD/EOP
Subject: Re: Chaka Fattah

I thought you'd want to know what I said about the options paper Shireman sent around. It tracks our conversation from last night (though I did leave out the gambling tax).

I continue to have a difficult time seeing how we spend a whole lot of new money for anything in this area. I also think the most important things we can do are to (1) do a much better job helping kids and their parents understand the level financial aid that is already available, and that there are plenty of good colleges to attend, including public 4-year institutions, that cost under 10K rather than the nearly 30K per year that the press covers; and, (2) do a better job of outreach, mentoring, counseling and providing other support services for kids, to help them stay on course between roughly grades 6 and 12.

If the President is in fact committed to something along the lines of a financial aid guarantee, then I think the approach I've outlined makes more sense than the Pell Grant guarantee. It rewards academic performance; it provides rewards every few years so kids who can't see 6 years into the future get periodic reinforcement to stay on course, and it fits with our overall message about standards, opportunity and responsibility.

----- Forwarded by Michael Cohen/OPD/EOP on 06/02/97 02:34 PM -----



Michael Cohen
06/02/97 02:25:24 PM

Record Type: Record

To: Robert M. Shireman/OPD/EOP
cc: See the distribution list at the bottom of this message
Subject: Re: Chaka Fattah

Several reactions to the options paper, and then an addition option to propose:

1. While the Eugene Lang model is impressive, I have real problems with the Pell Grant guarantee as originally proposed, and as modified in your option 1. The cost is high, the message of a new entitlement is all wrong, the targeting is inefficient, and without the intensive support services it probably won't work very well.

2. Regardless of what else we do, the type of information campaign envisioned in option 2 is a good idea. I agree with Barry White's comments on this option; particularly (1) that it needs to be combined with an effective program of support services, and (2) that the Title 1 reference is obscure at best; Barry's idea about helping and requiring Title 1 schools to provide information on student aid is a very good one.

3. I am troubled about any proposal to provide a new entitlement for student financial aid, without requiring anything from the student. If there is to be an initiative that provides additional financial aid, it ought to include a component that is directly linked to academic performance. Any proposal that promises additional and guaranteed financial aid, without demanding acceptable levels of academic performance in return, will be criticized as wasting funds and as sending the wrong message -- all opportunity and no responsibility. It will also be seen as undermining our efforts to raise academic standards, and to send kids a message that achievement and performance counts. Surely getting the message right is especially important in schools with large concentrations of disadvantaged students, where expectations are low and where academic accomplishment is as likely to be disparaged by peers as it is to be concretely rewarded by anyone. While making financial aid contingent on academic performance faces enormous political obstacles -- especially if this standards is applied only to students with the lowest incomes -- I believe it can be done, especially if carefully designed and incorporated into a new initiative.

Here is the outline of one approach we could advance:

- o **As in Option 3, target schools with the highest concentrations of poverty, and target schools/communities which assume the responsibility for providing support services.** The number of schools we start with, and the rate of growth, could be geared to the funding levels available.
- o **Instead of a guaranteed Pell Grant, provide students who graduate from elementary school with an Education Trust Fund -- a interest-bearing savings account available solely for college tuition.** The federal government should provide an initial deposit of \$500. Families and community groups should be encouraged to make additional deposits (though we would need to figure out what to do with nonfederal contributions in the event the student does not go on to college).
- o **The federal government should provide students with an additional \$500 deposit when they graduate from middle/junior high school, and again when they complete high school and are accepted into a postsecondary insitution.** The idea here is to provide periodic incentives for completing the steps that will lead to college.
- o **The federal government should provide students with an additional \$1,000 if they pass the 8th grade math test, or meet a comparable academic requirement approved in advance by the Secretary of Education.** Several points here. First, this provides a real incentive for academic performance (though it doesn't hedge the entire package of

additional aid on it). It should provide an incentive for students to work hard, and also an incentive for parents, teachers and community members to give the kids the support they need. Parents, business leaders, school boards, mayors, etc. ought to be outraged at schools where the kids lose out because of inadequate preparation.

Second, this approach provides an additional incentive for states and cities to sign up for the test. But it also provides two ways to deal with situations in which the state doesn't sign up; I think both are important to consider as safety valves. One approach would be to create testing centers in states/communities that don't participate in the testing program. Kids could go to the testing sight on a Saturday morning and take the test administered separately from the school system apparatus, just as they do with the SAT's. Alternatively, a state or district could convince the Secretary that it gives an 8th grade math test that is just as rigorous as the national test and suitable for these purposes.

This approach would provide a student with up to \$2500 in financial aid for college, all tied to successful progress through school and some tied directly to meeting national math standards. The value of the funds to the student would exceed \$2500, because the portions of the funds would earn interest for 4-6 years before being used.

One additional thought. Any of the options that provide new funds for student financial aid is likely to target a significant portion of the funds to low income students in urban areas. Keep in mind that the Education Department is considering a proposal to provide incentives for people to teach in urban areas, as part of Title V of the Higher Education Act. And we will continue to face pressure, especially from urban areas, to do something on school construction. I do not believe we should advance any new initiative targeted to urban areas without putting all of the possible ones on the table at the same time, because it is unlikely there will be sufficient funds for them all.

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EDUC - IDEAS

EDUCATION STRATEGY

A Work Plan for President Clinton's Ten Education Initiatives

DRAFT -- Updated March 8, 1997

4/28 - School Bds

- Legis: Wash, Montana, Indiana, TX
- ② Advisory Comm. vs. NAGBE (TBD)
- ④ Big state endorsements: Calif, NY
Teachers College graduation
- ⑥ Shanker Service 4/9
- ⑦ 0-3 (4/17) - health E.O., parental handbook
Town Hall - USA Today
HS graduation
- ① Testing RFP soon
State stds event (Tucker)
Teacher hiring visit
Literacy event
- ③ Charter school study rounds (RADIO ADDRESS) - TIME w/ Wash. state
- ⑤ Net Day - Charter &
VP? - Tech & (DC) radio address
- ④ HOPE
- ⑧ W4 Teacher of Year (4/18) / Teacher Forum - study?

DRAFT -- March 8, 1997

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NATIONAL STANDARDS OF ACADEMIC EXCELLENCE

I. State of the Union Proposal:

"To help schools meet the standards and measure their progress, we will lead an effort over the next two years to develop national tests of student achievement in reading and math."

"Every state should adopt high national standards, and by 1999, every state should test every 4th grader in reading and every 8th grader in math to make sure these standards are met."

II. Objectives:

- 40+ states signed up to administer 4th and 8th grade tests in 1999
 - 20+ states signed up by end of 1997
- Tests are piloted in 1998, and available for nationwide use in Spring 1999
 - Contract for test development awarded and work proceeding on schedule
 - Licenses awarded to test publishers, states and local districts for use of test
- National Partnerships/Mobilization efforts for improving reading and math achievement in place, by the end of 1997. These efforts, including America Reads, are designed to help students reach standards for 4th grade reading and 8th grade math by promoting use of effective practices, improving curriculum and teaching, and providing additional, after-school help to students who need it.
 - X states have comparable efforts in place by end of 1997
- Parents and public familiar with the tests and understand what they will cover by spring of 1998.

III. Strategies:

- **Enlist critical mass of states and cities behind standards/testing initiative**
Initial target states for standards/testing: Maryland, Michigan, California, Colorado, North Carolina, Delaware, California, Ohio, New York

Initial target cities: Boston, Philadelphia, Chicago, Seattle, Houston, DC

- **Gain endorsements from key constituency groups to promote national efforts and to promote state and local participation:**
Target Constituency Groups: AFT, NEA, PTA, School Principals and School Administrators, National School Boards Association, Chief State School Officers, Urban League, Business Coalition for Education Reform (e.g., BRT, NAB, Chamber of Commerce, NAM)
- **Generate Favorable Editorial Coverage (with a focus on standards/testing initiative)**
Encourage favorable op-eds from bipartisan opinion leaders (e.g., Ravitch, Price)

Encourage Secretary Riley and appropriate senior WH and ED staff to meet with editorial boards while traveling over the next few months.
- **Use Announcements of Grant Awards, Reports and Studies to highlight Priority Issues**
Announce results of existing NAEP and TIMSS tests. Launch test development with teachers advisory committee.

IV. Events/Activities:

March

- 3/13 Speech to NC Legislature; announce commitment from DoD Schools to participate in the national tests and to begin preparing students to meet high national standards
- 3/17 Meeting with Chief State School Officers to discuss testing proposal
- 3/22 - 3/25 Association for Supervision and Curriculum Development annual conference, Baltimore, MD
- 3/24 - 3/25 Possible sign-on event with Delaine Eastin in California with Silicon Valley Execs and others (alternatively, VP could do some or both of these)
- 3/31 3rd Anniversary of Goals 2000 Act. RFP
- ED appoint and POTUS meet with testing advisory board of teachers and others; alternatively, develop agreements with Hill on changes to NAGBE legislation

April

- 4/3 - 4/6 National Science Teachers Association annual meeting, New Orleans
- 4/9 or 4/10 Al Shanker memorial service
- 4/10 Secretary Riley participates in Principal for a Day in New York, NY
- 4/12-4/16 National Association of Elementary School Principals annual convention, San Antonio, TX
- 4/17 National Council of Teachers of Mathematics annual convention, Minneapolis, MN
- POTUS could hold education round table on standards; could discuss examples of challenging state and voluntary national standards with parents and/or could use TIMSS video to highlight good teaching to standards. Could do event in New York, where all students will soon be required to pass challenging state's Regents exams to get a diploma. Could do in conjunction with Shanker's memorial service in honor of Shanker's commitment to standards.

May

- 5/1 Blue Ribbon Schools recognition program. Possible WH ceremony.
- 5/2 1996 NAEP Science results (national grades 4/8/12 and participating states grade 8) announced by Secretary at Education Writers Association, DC

June

- 6/10 TIMSS 4th grade math and science results released
- Early June: ED and NSF report back recommendations from math/science directive (could combine with event kicking off effort to mobilize math/science community to help students prepare for meeting 8th grade math standards)
- 6/12 - 6/14 Presidential Scholars in DC
- 6/12 - 6/14 Southern Regional Education Board meeting in Annapolis, MD
- 6/18 - 6/21 National PTA annual meeting, Kansas City, MO

- POTUS event in DC honoring Presidential math and science teaching award winners (could combine with event kicking off effort to mobilize math/science community to help students prepare for meeting 8th grade math standards)

July

- 7/1 TIMSS-NAEP link in math (4/8) and science (8) released. For the first time, this study will allow comparisons in achievement between the 41 countries participating in TIMSS and most U.S. states. POTUS could convene with downlink sites in all states and outline proposals to address challenges in math (and science) achievement
- Kick-off event with Education Excellence Partnership (BRT, NAB, AFT, NGA, ED) and Major League Baseball to highlight new PSA's urging higher standards

Next Six Months

- Possible addresses by POTUS to state legislatures in Montana, North Dakota, and Colorado
- Bipartisan meeting with key members of Congress
- Continue process of seeking commitment from critical mass of states to participate in 1999 test administration

TALENTED TEACHERS IN EVERY CLASSROOM

I. State of the Union Proposal:

"My budget will enable 100,000 more to seek national certification as master teachers."

II. Objectives:

- Secure appropriations for National Board for Professional Teaching Standards, and increase number of board-certified teachers from 400 to xxxx by 199x.
- Increase the number of states and/or school districts:
 - requiring teachers to pass performance-based tests, reflecting knowledge and skills required to teach to high standards, in order to be licensed. [states]
 - rewarding excellence in teaching, especially by rewarding teachers for receiving board-certification [states and districts]
 - with programs to facilitate removal of incompetent teachers from the classroom [districts]
- Introduce and enact legislation (as part of reauthorization of the Higher Education Act) to strengthen teacher preparation, recruitment and induction
- Increase the number of teacher preparation programs committed to using effective practices and strengthening links with local school districts

III. Strategies:

- Identify promising practices for promoting excellence and accountability in teaching, and provide directory of federal resources available to support these practices
 - Products to be released in response to Presidential Directive
- Highlight states and districts with effective approaches to recruitment, preparation, licensure, induction, evaluation and rewarding of classroom teachers.
 - Speeches to legislatures in states (like NC) that are taking the lead

on improving teaching

- Secretary's Conference on Teacher Recruitment and Preparation
- Continue National Awards Program for Model Professional Development
- Visits to exemplary schools and programs
- Work with key groups, including NEA, AFT, NSBA and NASBE, CCSO, AASA, colleges of education and institutions of higher education, NCATE, NPBT, etc. to build support for effective state and local practices, and for Administration legislative proposals
- Create Partnership for Excellence and Accountability in Teaching
- Focus ED research, development and dissemination resources on practices and policies to promote excellence and accountability in teaching

IV. Events/Activities:

March

- 3/10 First Lady press roundtable with Secretary Riley.
- POTUS event in North Carolina 3/13; could focus on rewarding good teaching by urging states to adopt plans like Gov. Hunt's proposal to reward National Board-certified teachers with 12% bonuses and also urge states to adopt programs for counseling or removing ineffective teachers from the classroom. Could also highlight next month's conference on teaching.
- Education Department conducts events (including Riley video appearance at 3/12 NC conference), outreach highlighting effective practices to improve teaching

April

- 4/9 or 4/10 Al Shanker memorial service
- 4/14 WH event for national Teacher of the Year, also highlighting newly board-certified teachers and ED response to directive on excellence and accountability
- 4/15 National conference on teacher recruitment and preparation, involving 50

Teachers of the Year, college presidents, deans of education, etc. (possible POTUS education roundtable?)

May

- 5/20 Secretary Riley accepts Outstanding Service award at Columbia Teachers College, New York, NY

June

- POTUS event in DC honoring Presidential math and science teaching award winners (could combine with event kicking off effort to mobilize math/science community to help students prepare for meeting 8th grade math standards)

July

- 7/1 - 7/5 NEA conference, Atlanta, GA

Next Six Months

- Visit to local union/school board program (e.g., NYC, Columbus) that removes incompetent teachers, or to other local union event: recognize existing efforts and challenge every union and local school board to do the same. Couple with guide/resource book from ED.
- Speak at summer AFT or NEA conference: focus on Board certification and on firing incompetent teachers
- Need to spotlight effective local practices through events, op-eds.
- Rollout of teacher preparation provisions in Higher Education Act Reauthorization proposal
- Visit high school in Cincinnati for students interested in careers as teachers

AMERICA READS**I. State of the Union Proposal:**

"[W]e have just launched the America Reads initiative -- to build a citizen army of one million volunteer tutors to make sure every child can read independently by the end of the 3rd grade."

"We want at least 100,000 college students to help."

II. Objectives:

- Introduce and enact America Reads legislation
- Secure commitments from higher education and other sectors for xxxxx reading tutors by 199y
- Launch America Reads grassroots community partnerships in xx states [tie to state sign-on to national testing]
- Identify and promote proven, effective approaches to early reading instruction, and increase the number of Title 1 sites using them
- Disseminate good, clear examples of "reading to national standards" widely to parents, teachers and public.
- Develop strategy for implementing legislation, including recruiting and training of reading specialists

III. Strategies:

- Develop and sustain bipartisan support for initiative, including Governors and members of Congress
- Demonstrate through events, speeches, and validation that America Reads is a serious educational proposal
- Build on existing Read*Write*Now effort, with special emphasis on increasing number of students in summer reading program

- State and local sign-on to America Reads, where possible tied to sign-on to national 4th grade reading test; target strong recruitment efforts in states POTUS is scheduled to visit

IV. Events/Activities:

March

- 3/11 Department of Education/National PTA Teleconference from DC with focus on reading, math, financial aid and HOPE. Secretary Riley and Rasco participate along with Mayor Daley. Hosted by Susan Rook from CNN.
- 3/21 Secretary Riley speaks to American Publishers convention
- Hale, Rasco, and Education staff to gather information on children's reading programs and funding levels of Republican governors (e.g., Bush, Wilson, Engler) and others (New York City School Superintendent Rudy Crew)
- WH develop bipartisan letter to Congress from four governors stressing importance of passing a proposal to achieve goal of every 3rd grader reading
- WH develop information on where bipartisan congressional and gubernatorial support for the America Reads initiative exists; invite staffs to White House to discuss the proposal
- Invite Weld, Engler, Bush, and several Democratic governors to the White House for conference highlighting successful state and local tutoring programs
- Rollout legislative proposal using success stories to validate seriousness and value of the program
- Continue to build broad grassroots coalition for early literacy through outreach to mayors, governors, educational institutions
- Raise for discussion in budget working group meetings on the Hill

March/April

- 4/1 Release Department of Education report on "How to Establish a Community Homework Center," describing components of successful homework centers run by several public libraries

- 4/8 Secretary Riley goes on Magic School Bus tour with DC kids, sponsored by DC schools math, science and technology initiative. Secretary has invited POTUS, FLOTUS and other cabinet secretaries to join him
- Announce formation of America Reads Network, a coalition of 60 national organizations ED has been working with to promote reading improvement
- Create event in DC with George Farkus's "one-on-one" group from Texas; invite Rep. Goodling and other members of Congress

April

- 4/27-4/29 Citizens Service Summit, Philadelphia, PA

Early May/June

- Launch and then highlight best local examples of summer component of America Reads Challenge-- Read*Write*Now!-- to get 1.5 million children to read 30 minutes per day over the summer.

May

- 5/6 Secretary Riley speaks to International Reading Association annual convention, New Orleans (conference runs 5/4 - 4/9).
- 5/20 Department of Education monthly satellite town meeting on "Becoming a Reading, Literate Society."

Late May/early June

- Announce new America Reads products: (1) Early Childhood Kit for parents and care givers to encourage early language development from birth through 5 years old; (2) America Reads Challenge: Read*Write*Now!, a kit of learning activities for parents to use with kids from birth through sixth grade.

June/July

- 6/26 - 7/2 American Library Association annual meeting, San Fransisco, CA

Next Six Months

- Department of Education and Corporation for National Service continue to recruit college presidents that are pledging work study slots for reading tutors. Recruitment should be tied to Presidential travel to states.
- Continue to build broad grassroots coalition for early literacy through outreach to mayors, governors, educational institutions
- In September, as part of America Goes Back to School, Cabinet members go to DC schools where there agencies have tutoring arrangements. POTUS, Riley and another cabinet head could go to a school that has partnered with a third agency, such as DOD

EARLY LEARNING

I. State of the Union Proposal:

"[The First Lady] and I are going to convene a White House Conference on Early Learning and the Brain this spring, to explore how parents and educators can best use these startling new findings."

"[T]his balanced budget expands Head Start to one million children by 2002."

II. Objectives:

- Promote awareness -- among parents, child care providers and the public at large - of the importance of early brain development and of parenting behaviors to promote healthy brain development
- Secure increased appropriations for Head Start and WIC
- Introduce and enact Parents as First Teachers component of America Reads Challenge, and coordinate its implementation with related efforts, including Head Start, Goals 2000 Parent Resource Centers, Even Start, and ED Family Involvement Partnership

III. Strategies:

- Hold successful WH conference on early brain development, tied in to Reiner campaign
- Make sure that all federal programs reaching parents and young children incorporate lessons from neuroscience into design and operation. Programs include Head Start, PAFT, Goals 2000 Parent Resource Centers, and Education Department's Family Involvement Partnership, etc. to spread word about brain development

IV. Events/Activities:

March

- 3/10 First Lady press roundtable on education with Secretary Riley.
- 3/10 Mrs. Gore speaks at National PTA legislative conference
- 3/11 First Lady's speech on early literacy in AR
- Outreach to interest groups, mayors, governors, others for participation in conference
- Plan Head Start events at pre-school programs for principals

April

- 4/3 First Lady attends childhood development conference in DC
- 4/9-4/13 Council for Exceptional Children annual conference, Salt Lake City, UT
- 4/17 WH Early Learning and the Brain Conference

May

- 5/19 First Lady attends children's conference hosted by Governor Dean of VT in Los Angeles, CA
- 5/28 - 5/31 National Head Start Association annual conference, Boston, MA
- Department of Education/Conference Board national conference on public and private efforts to increase family involvement in education in Boston
- Department of Education releases sequel to Employers, Family and Education

Late May/early June

- Announce new America Reads products: (1) Early Childhood Kit for parents and care givers to encourage early language development from birth through 5 years old; (2) America Reads Challenge: Read*Write*Now!, a kit of learning activities for parents to use with kids from birth through sixth grade.

June

- 6/17 Secretary Riley hosts Department of Education monthly satellite town meeting on "Ready to Learn: Preparing Young Children for School Success"
- 6/21-6/24 Parents as First Teachers national meeting, St. Louis, MO
- 6/22-6/23 VP's Conference on Families and Learning, TN

CHOICE AND ACCOUNTABILITY IN PUBLIC EDUCATION

I. State of the Union Proposal:

"I challenge every state to give all parents the right to choose which public school their children will attend; and to let teachers form new schools with a charter they can keep only if they do a good job."

"We should also make it possible for more parents and teachers to start charter schools."

"Our plan will help America to create 3,000 of these charter schools by the next century -- nearly seven times as there are in the country today. . ."

II. Objectives:

- Increase the number of states with charter schools legislation from 25 in 1996 to 30 by the end of 1997, and 35 by the end of 1998.
- Increase the number of charter schools from 500 to 1,000 by the beginning of the 1998 school year.
 - Newly chartered schools should focus on clear standards of student achievement, for which they will be accountable.
- Secure \$100 million appropriation for charter schools program
- Focus attention of policymakers, advocates and educators on key issues in the development of charter schools, including:
 - effective approaches to starting and supporting charter schools
 - the importance of strong accountability provisions for charter schools
 - effective ways of using charter schools to stimulate and inform improvement of all schools
 - use of charter schools as one tool in intervening in low performing schools
- Increase in the number of states and school districts that:
 - reward high performing or improving schools, and intervene in schools that are persistently low performing [set target]
 - require students to meet standards before moving from one school level to the next [set target]

- Increase public awareness of additional strategies for increasing choice within public education and for fixing failing schools.
- Enlist 3-5 large school systems to work together to design and implement model school choice plans, using district-wide choice, magnet schools, charter schools, schools-within schools, or other innovative public school choice strategies..

III. Strategies

- Target states considering charter school legislation this session with visits by President, Vice President or Secretary, where such visits can help gain enactment of legislation
 - Target states: Missouri, Washington
 - President's speech in at least one legislature should clearly address accountability issues pertaining to charter schools
- Use announcements of federal charter schools grants to highlight states with strong charter schools laws and promising examples of charter schools
- Produce a series of charter schools evaluations, reports and guides to focus attention of advocates and policymakers on key issues needing attention in the design and implementation of charter schools laws
- Promote accountability for performance by vigorous implementation of Title 1 requirement that states and school districts intervene in failing schools
- Hold national conference for educators, parents, business and others, focusing on effective ways of dealing with failing schools
- Provide guidance to Title 1 schools on parental involvement
- Produce and disseminate parents' booklet on how to choose the best public school for their children.

IV. Events/Activities

March

- In 3/13 NC speech, POTUS can acknowledge NC's efforts on charter schools

- 3/13 VP Speaks to CA legislature; message may include focus on reinventing education, getting more dollars into the classroom.
- Release Department of Education study on parental involvement in education (Title I study with broader principles)
- Speech to state legislature on charter schools (e.g., Washington, Missouri), challenging states to adopt legislation providing for start-up of charter schools and focusing on charter school accountability; could also challenge all charter schools and charter school developers to review performance standards and raise them if they aren't high enough
- Release charter schools national study in visit to a charter school or radio address. A key finding is that the lack of access to start-up funding is the most commonly cited obstacle to starting charter schools
- Announce competition for new charter school start-up funding and challenge teachers, parents, museums, universities and others to start high-quality charter schools (scheduled to be announced first half of march)]?

March/April

- Release guidebook for school boards and other chartering agencies on responsibilities for reviewing and approving high-quality charter school proposals; could combine with rollout of Department of Education's new website to assist charter school developers

April

- Secretary Riley does monthly satellite town meeting on charter schools

April/May

- Speak to a public school choice parent fair that the Department of Education and local district could organize in a system with charter schools and general public school choice (e.g. Boston, San Fransisco). Could combine with release of Department-prepared guidebook on choosing a public school for your child
- Possible event for VP to address state informational meeting for teachers, parents, others on opportunity to start charter schools and apply for federal start-up funding (perhaps in DC with participation of Smithsonian, National Academy of Sciences)

June/July

- 6/30-7/15 Announce awards of federal start-up funding for charter schools

July

- Address federally-sponsored national charter school conference targeted at schools receiving federal start-up grants

Next six months

- Convene national meeting on fixing failing schools, with participants committing to identifying and fixing failing schools and reacting to draft report on models and principles

Fall

- Release report prepared by Department of Education on models and principles for broad public school choice efforts and announce at least 5 school districts agreeing to undertake development of model efforts (NOTE: not currently underway, so would probably need to take place in the fall)
- Ribbon-cutting of newly opened charter school, such as Henry Ford museum charter school in Dearborn, Michigan, or in Chicago, North Carolina, Florida, California, New Jersey, or one of small number of schools being opened by the NEA
- VP speech to Texas legislature, date TBD

SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

I. State of the Union Proposals:

"We must teach our children to be good citizens. And we must continue to promote order and discipline, supporting communities that introduce schools uniforms, impose curfews, enforce truancy laws, remove disruptive students from the classroom, and have zero tolerance for guns and drugs in schools."

II. Objectives:

- Increase the number of school districts which require expulsion and police notification if weapons are brought to campus
- More effectively focus Safe and Drug-Free Schools Program funds on proven, effective practices for increasing safety and reducing drug use.
- Secure funding for After School Learning Centers in the 21st Century Community Learning Center program, so that 800 to 1,000 inner-city and rural schools can remain open in evenings and weekends to provide safe havens and increased learning opportunities, and to reduce juvenile violence and substance abuse.
- Promote schools-within-schools, mentoring programs, and other means of creating more personalized, nurturing environments for middle and high school students
- Increase the number of: (1) high school students involved in service; (2) states and school districts that require service for high school graduation; and, (3) states and school districts that encourage and provide opportunities for service by high school students

III. Strategies

- Conduct events that highlight successful programs
- Pass appropriations language requiring local initiatives funded through safe and drug free schools program to be firmly based in research on effectiveness, and issue Federal Register notice outlining principles

IV. Events/Activities

March

- DPC staff to meet with Department of Education to discuss future strategy on Safe and Drug Free Schools program
- Pursue juvenile justice bill in bipartisan leadership meetings
- Release community schools guide prepared by ED
- Rollout of ED website for Partnership for Family Involvement in Education

April

- 4/4-4/7 American School Counselors Association, Orlando, FL
- Release revised version of parent's guide to prevention
- Satellite teleconference on effective youth and drug violence prevention strategies.

June

- 6/12-6/14 POTUS invited to address annual meeting of The Communitarian Network

Next Six Months

- Pass appropriations language, proposed in budget request, that would require local Safe and Drug Free Schools grant recipients to operate programs that meet principles of effectiveness published in the Federal Register
- POTUS visit to a school that adopted uniform policy and environment has improved

Next fall

- Visit Long Beach, California school that has adopted uniform policy as well as higher standards modeled on Boston Latin high school

SCHOOL CONSTRUCTION

I. State of the Union Proposal:

"My budget includes a new initiative -- \$5 billion to help communities finance \$20 billion in school construction over the next four years."

II. Objectives:

- Establish and publicize clearinghouse on school construction
- Enact school construction legislation
- Begin implementing legislation and use bully pulpit to leverage substantial increase in construction

III. Strategies:

- Continue to highlight urgent need for construction to address high growth and need to modernize schools
- Develop and sustain bipartisan support for initiative

IV. Events/Activities:

March

- Decision from POTUS on formula issue raised by Treasury?
- 3/14 POTUS rollout of legislation in Florida?
- 3/14 VP amplification event/school visit in San Bernardino, CA?
- Release state-by-state data on Administration's school construction and rehab figures

- 3/16 Sperling speaks to annual legislative conference of Council of the Great City Schools
- Conduct events with Sen. Moseley-Braun and Rep. Nita Lowey

May

- 5/14 - 5/19 National Association of Realtors, DC

June

- 6/20 - 6/25 U.S. Conference of Mayors conference, San Francisco, CA

Next Six Months

- Continue holding events to highlight initiative
- Rollout school construction clearinghouse in September

HIGHER EDUCATION

I. State of the Union Proposals:

"I propose America's HOPE Scholarship . . . two years of a \$1,500 tax credit for college tuition, enough to pay for the typical community college. I also propose a tax deduction of up to \$10,000 a year for all tuition after high school; and expanded IRA you can withdraw from tax free for education; and the largest increase in Pell Grant scholarships in 20 years."

II. Objectives:

- Enact HOPE Scholarship and tax proposals, including tax credits, tax and tax free savings
- Enact Pell Grant increase and expanded eligibility
- Enact Presidential Honors Scholarship
- Enact increased appropriations for Work-Study and TRIO programs
- Increase the number of states establishing HOPE scholarships, pre-paid tuition plans, or other measures to make college more affordable for lower- and middle-class families
- Use passage of initiatives as platform for raising student and family expectations for college-going

III. Strategies:

Legislative Strategy

- Continue to build support for higher education proposals in order to maintain strong hand in budget negotiations

Post-enactment Strategy

- Launch campaign in Fall 1997 to help families and students recognize that college is affordable and attainable for those who plan and work for it

IV. Events/Activities

March

- Education Department circulates letter to be signed by hundreds of university and community college presidents endorsing higher education initiatives and gathers signatures; follow with event to release
- Education Department continues outreach to college associations
- Regional op-eds by college presidents on higher education initiatives and release by Gov. Miller op-ed on how well HOPE works in Georgia
- Following up on POTUS events, press calls by Riley, Sperling, others to targeted media addressing evidence that HOPE does not cause grade or tuition inflation
- Release state-by-state analysis of Pell Grant and education tax proposals (Treasury and Education)
- Release Summers op-ed on long-term economic benefits of higher ed package

March/April

- Release new Department of Education publication "Getting Ready for College Early: A Handbook for Parents of Students in the Middle School Years"

April

- 4/9-4/13 National Association for Equal Opportunity in Higher Education annual meeting, DC
- 4/12-4/15 American Association of Community Colleges annual meeting, Anaheim, CA
- 4/12-4/15 Association of Governing Boards of Universities and Colleges national conference, San Diego, CA
- Secretary Riley speaks at UVA Education School, Charlottesville, VA

June

- Late June 25th anniversary of Title IX sports

Next Six Months

- VPOTUS and Secretary Riley conduct telephone press conference with student newspapers across country
- Prepare to launch fall campaign on availability of college, readying PSA's and materials for students and parents.

LIFELONG LEARNING

I. State of the Union Proposal:

"My G.I. Bill for America's Workers will transform the confusing tangle of federal training programs into a simple skill grant to go directly into eligible workers' hands. For too long, this bill has been sitting on that desk there without action -- I ask you to pass it now."

II. Objectives

- Expand School-to-Work implementation to all 50 states by 199x.
- Develop and enact legislation to consolidate federal job training programs and provide individual skill grants

III. Strategy

- Highlight need through events with workers who would benefit from skill grant
- National School-to-Work Office, ED, and DOL target assistance to remaining states without school-to-work implementation grants
- Highlight successful school-to-work programs

IV. Events/Activities

March

- Launch legislative initiative (possible reinvention event for VP)

May

- 5/4 Commemorate anniversary of School-to-Work Opportunities Act by visiting a model program at a high school

Next Six Months

- Event with workers who would benefit from skill grants
- Visit model adult education program

TECHNOLOGY LITERACY

I. State of the Union Proposal:

"Last year, I challenged America to connect every classroom and library to the Internet by the year 2000, so that, for the first time in our history, children in the most isolated rural towns, the most comfortable suburbs, the poorest inner city schools, will have the same access to the same universe of knowledge."

II. Objectives

- Secure E-rate for schools and libraries.
- Increase percentage of classrooms and libraries connected to the Internet
- Increase teacher understanding of how to successfully integrate technology into student learning

III. Strategies

- Conduct additional outreach efforts and events designed to achieve broad goals, with especially strong focus on building support between now and expected 5/7 FCC ruling
- Develop universal technology literacy goals (e.g., every 6th grade teacher trained on Internet; content/educational software linked to math, science, and literacy goals)
- Achieve full funding in budget for Technology Literacy Challenge Fund (\$425 million) and Innovation Fund (\$75 million)

IV. Events/Activities

March

- 3/12 Senate Committee hearing on E-rate
- 3/24 Secretary Riley school visits with Sen. Rockefeller in Martinsburg, West Virginia highlighting importance of E-rate and technology funding request

- 3/25 Secretary Riley tentatively set to speak to Rural Education conference
- Reinstate Ed Tech working group meetings to focus on achieving broad goals
- Public Liaison, Intergovernmental, policy councils, and others continue outreach to business, labor, educators, state Departments of Education, elected officials, celebrities, and volunteers to broaden and deepen support for NetDay
- Task Education Department to develop rollout strategy for educational technology grants
- Develop appropriations strategy for \$500 million in funding
- Outreach to two CEO groups formed to meet President's challenge: Corporate Commission on Educational Technology and CEO Forum on Education Technology
- Hold DC NetDay with First Lady or other high-level White House participation

April

- April 7-11 -- World Wide Web Conference in California: possible industry consortium to increase access to the web for people with disabilities; Dole invited; possible event for POTUS, VPOTUS, or First Lady
- 4/18 NetDay (tentative)
- 4/29 Secretary Riley speaks to National Cable Association

April/May

- 4/25-6/3 MD Congressional delegation has invited POTUS, FLOTUS and Chelsea to attend grand opening of Columbus Center's Hall of Exploration in Baltimore -- comprehensive research and education facility dedicated to marine science and using latest technology.

May

- 5/7 Final action by FCC on \$2.25 billion on discounts for schools and libraries

June/July

- 6/26-7/2 American Library Association, San Francisco
- 6/30-7/2 National Education Computing Association, Seattle, WA (POTUS and FLOTUS invited)
- 6/30 Announce new Star Schools program awards

Next six months

- Release report by PCAST (President's Council of Advisers on Science and Technology) on educational technology; will recommend increasing funding for ed tech research and development
- Develop initiatives in teacher training and content, possibly linked to America Reads and "first in the world in math and science"

MIKE C. -
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THE PRESIDENT HAS SEEN
(2-4-97)

For-Profit Education Venture to Expand

By PETER APPLEBOME

All but given up for dead three years ago, the Edison Project, the ambitious national venture into for-profit schools, will announce this week that it will double in size next year, to 25 schools in eight states with about \$70 million in revenue.

The growth of Edison, a company begun with great fanfare in 1991 by the media entrepreneur Christopher Whittle, is a dramatic sign of the fundamental changes beginning to shape American education as the traditional model — public schools operated by a monolithic school district — slowly gives way to a far more varied landscape of autonomous charter schools and schools operated by for-profit and nonprofit organizations.

"I think there is every reason to believe we are witnessing a fundamental transformation of American education in which Edison is playing a big part, at least symbolically," said Denis Doyle, a senior fellow at the Hudson Institute. "They're certainly a significant entering wedge in a new way of thinking about schools."

Of the 500 charter schools — public schools operated autonomously — that have been created in the last few years, 10 percent are run by private companies like Edison, Advantage Schools Inc., Sabis Educational Systems, Education Alternatives Inc. and Alternative Public Schools, according to a survey in the coming issue of the Education Industry Report, a newsletter that rates the performance of 25 publicly traded education companies.

Edison will announce new sites in Chula Vista, Calif.; Detroit; Duluth, Minn.; Flint, Mich., and San Antonio, as well as expansions in some of the cities where it already does business. The company will also announce test scores indicating that it has had some striking success in improving educational performance.

Yet the signals remain mixed and murky on the company's ability to operate profitably over time.

Mr. Whittle, who originally promised a grandiose network of for-profit private schools, said all 12 of Edison's schools were operating profitably at the site level — that is, factoring out corporate and start-up costs. And some analysts say the company's growth and performance provide considerable evidence that a private company can operate schools better and more cheaply than school districts do.

"What's impressive is that Edison at this point is doing exactly what they said they'd do," said Michael Igoe, who specializes in following education-related companies for Montgomery Securities. "It's too early to say this is a slam dunk, but there's a lot of evidence this is going to be a big, significant company that will be significant not just in terms of

what it does, but in terms of the impact it has on American education. This could be a billion-dollar company in 10 years."

But some school officials and even some people within the company are far more cautious in assessing the company's chances to be profitable in the long run.

Bob Finzi, a general partner of the Sprout Group, a venture capital company that is a major Edison investor, said that although he was pleased with Edison's progress, particularly in terms of test scores, he would not agree with the characterization that all schools operate profitably now.

"What's the saying: Liars figure and figures lie?" said Mr. Finzi, a member of Edison's board. "You can cut things a lot of ways, but I wouldn't characterize it that way. Right now, we're falsely characterized as a for-profit. We're as much of a not-for-profit as anyone."

Similarly, Phillip Garrett, assistant superintendent for instruction at the Sherman Independent School

All part of the new school landscape: profits, charters — and questions.

District in Texas, where Edison opened one of its first four schools in the 1995-96 school year, said that test results thus far had been disappointing and that Edison had struggled to operate its schools with the same per-pupil allocation that is available to school districts.

"I'd be very surprised if they were making a profit in Sherman," Mr. Garrett said.

Still, for a company that seemed in jeopardy of being dragged down as Mr. Whittle's media ventures collapsed or were sold off a few years back, Edison's resurgence is remarkable and revealing about the hunger for new approaches to running schools.

The company, headed by Mr. Whittle and Benno C. Schmidt Jr., the former Yale University president, will announce this week that by next fall it will have grown in three years from 4 schools to 12 to 25, which will enroll 13,000 students. Officials say Edison is likely to add even more schools in the 1998-99 school year than it will in 1997-98.

"We could have done a lot more if we wanted to," Mr. Whittle said. "The growth is more a function of logistics than demand."

The company has yet to lose a client. All but one of its eight current cities have expanded their Edison schools since beginning the relation-

ship. And Edison this week will announce test scores showing significant gains at many of its schools.

At Dodge-Edison Elementary School in Wichita, Kan., for example, fifth graders went to the 59th national percentile from the 46th in reading and to 64th from 35th in math on a standardized test taken by all public school students in Wichita. On tests conducted by the Educational Testing Service, gains by Edison kindergartners and first graders substantially exceeded students in a control group at the two sites where matched control groups exist, Edison the company said.

Increasingly, many skeptical educators are deciding that Edison has put together an educational plan — including a longer school day and year, computers for all families and state-of-the-art reading and math curriculums — that educates children better than conventional schools do.

"We had 40 inquiries nationwide for our charter school, which we pared down to a half dozen, and the parents, teachers, principals and school board members who evaluated them unanimously decided Edison was the best," said Mark Myles, superintendent of the Duluth School District in Minnesota, where Edison will operate a new charter school this fall. "They've really done their homework."

But Edison's educational program has come at a cost of \$105 million raised thus far, with more needed to finance future expansion. Mr. Whittle and Mr. Schmidt said that financial results were encouraging and that Edison as a system could be profitable with 50 to 70 schools, a size it could reach in two years.

Mr. Finzi, however, described financial results thus far as "significantly less" than had been hoped for, as a result of factors including contracting costs that had not been anticipated and the enormous technology costs, associated with Edison's much-touted guarantee of a computer for every family in the school.

Perhaps Edison's biggest setback came in its Renaissance School in Boston, which shocked parents in January by saying that, because of financial reasons, it would not offer a ninth-grade class next year as promised, forcing parents to make new high school plans for their eighth graders.

Mr. Finzi said the technology program was so expensive, and its pay-off, particularly at the lower levels, so uncertain, that it was likely that Edison would need to rethink it, either offering computers to fewer students or offering less expensive and ambitious technology.

CAMP, A PLACE TO DREAM:
GIVE TO THE FRESH AIR FUND

The New York Times

MONDAY, JUNE 2, 1997

EDUC - Ideas

F.Y.I.

To: All Speechwriters
Don Baer
Ann Lewis
Bruce Reed
Elena Kagan
Mike Cohen

From: Michael Waldman

Date: April 9, 1997

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NEW LABOUR **BECAUSE BRITAIN DESERVES BETTER**

EDUCATION

The **Manifesto**

We will make education our number one priority



- ⊗ **Cut class sizes to 30 or under for 5, 6 and 7 year-olds**
- ⊗ **Nursery places for all four year-olds**
- ⊗ **Attack low standards in schools**
- ⊗ **Access to computer technology**
- ⊗ **Lifelong learning through a new University for Industry**
- ⊗ **More spending on education as the cost of unemployment falls**

Education has been the Tories' biggest failure. It is Labour's number one priority.

It is not just good for the individual. It is an economic necessity for the nation. We will compete successfully on the basis of quality or not at all. And quality comes from developing the potential of all our people. It is the people who are our greatest natural asset. We will ensure they can fulfil their potential.

Nearly half of 11 year-olds in England and Wales fail to reach expected standards in English and maths. Britain has a smaller share of 17 and 18 year-olds in full-time education than any major industrial nation. Nearly two thirds of the British workforce lack vocational qualifications.

There are excellent schools in Britain's state education system. But far too many children are denied the opportunity to succeed. Our task is to

introduction

make education our number one priority

promote personal prosperity for all

help create successful and profitable businesses

get the unemployed from welfare to work

save the NHS

be tough on crime and the causes of crime

strengthen family life

help you get more out of life

clean up politics

give Britain leadership in Europe

five election pledges

*FYI -
This is the
British
Labour
Party education
manifesto...
MW*

raise the standards of every school.

We will put behind us the old arguments that have bedevilled education in this country. We reject the Tories' obsession with school structures: all parents should be offered real choice through good quality schools, each with its own strengths and individual ethos. There should be no return to the 11-plus. It divides children into successes and failures at far too early an age.

We must modernise comprehensive schools. Children are not all of the same ability, nor do they learn at the same speed. That means 'setting' children in classes to maximise progress, for the benefit of high-fliers and slower learners alike. The focus must be on levelling up, not levelling down.

With Labour, the Department for Education and Employment will become a leading office of state. It will give a strong and consistent lead to help raise standards in every school. Standards, more than structures, are the key to success. Labour will never put dogma before children's education. Our approach will be to intervene where there are problems, not where schools are succeeding.

Labour will never force the abolition of good schools whether in the private or state sector. Any changes in the admissions policies of grammar schools will be decided by local parents. Church schools will retain their distinctive religious ethos.

We wish to build bridges wherever we can across education divides. The educational apartheid created by the public/private divide diminishes the whole education system.

Zero tolerance of underperformance

Every school has the capacity to succeed. All Local Education Authorities (LEAs) must demonstrate that every school is improving. For those failing schools unable to improve, ministers will order a 'fresh start' ­ close the school and start afresh on the same site. Where good schools and bad schools coexist side by side we will authorise LEAs to allow one school to take over the other to set the underperforming school on a new path.

Quality nursery education guaranteed for all four year-olds

Nursery vouchers have been proven not to work. They are costly and do not generate more quality

nursery places. We will use the money saved by scrapping nursery vouchers to guarantee places for four year-olds. We will invite selected local authorities to pilot early excellence centres combining education and care for the under-fives. We will set targets for universal provision for three year-olds whose parents want it.

New focus on standards in primary schools

Primary schools are the key to mastering the basics and developing in every child an eagerness to learn.

Every school needs baseline assessment of pupils when they enter the school, and a year-on-year target for improvement.

We will reduce class sizes for five, six and seven year-olds to 30 or under, by phasing out the assisted places scheme, the cost of which is set to rise to £180 million per year.

We must recognise the three 'r's for what they are ­ building blocks of all learning that must be taught better. We will achieve this by improving the skills of the teaching force; ensuring a stronger focus on literacy in the curriculum; and piloting literacy summer schools to meet our new target that within a decade every child leaves primary school with a reading age of at least 11 (barely half do today).

Our numeracy taskforce will develop equally ambitious targets. We will encourage the use of the most effective teaching methods, including phonics for reading and whole class interactive teaching for maths.

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The Manifesto

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Attacking educational disadvantage

No matter where a school is, Labour will not tolerate under-achievement.

Public/private partnerships will improve the condition of school buildings.

There will be education action zones to attack low standards by recruiting the best teachers and head teachers to under-achieving schools; by supporting voluntary mentoring schemes to provide one-to-one support for disadvantaged pupils; and by creating new opportunities for children, after the age of 14, to enhance their studies by acquiring knowledge and experience within industry and commerce.

To attack under-achievement in urban areas, we have developed a new scheme with the Premier League. In partnerships between central government, local government and football clubs, study support centres will be set up at Premier League grounds for the benefit of local children. The scheme will be launched on a pilot basis during the 1997/8 season.

We support the greatest possible integration into mainstream education of pupils with special educational needs, while recognising that specialist facilities are essential to meet particular needs.

Realising the potential of new technology

Labour is the pioneer of new thinking. We have agreed with British Telecom and the cable companies that they will wire up schools, libraries, colleges and hospitals to the information superhighway free of charge. We have also secured agreement to make access charges as low as possible.

For the Internet we plan a National Grid for Learning, franchised as a public/private

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**help create
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**get the
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save the NHS

**be tough on crime
and the causes of
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**strengthen family
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**help you get more
out of life**

clean up politics

**give Britain
leadership in
Europe**

**five election
pledges**

partnership, which will bring to teachers up-to-date materials to enhance their skills, and to children high-quality educational materials. We will use lottery money to improve the skills of existing teachers in information technology.

In opposition, Labour set up the independent Stevenson Commission to promote access for children to new technology. Its recent report is a challenging programme for the future. We are urgently examining how to implement its plans, in particular the development of educational software through a grading system which will provide schools with guarantees of product quality; and the provision for every child of an individual email address. An independent standing committee will continue to advise us on the implementation of our plans in government.

The role of parents

We will increase the powers and responsibilities of parents.

There will be more parent governors and, for the first time, parent representatives on LEAs.

A major objective is to promote a culture of responsibility for learning within the family, through contracts between all schools and parents, defining the responsibilities of each. National guidelines will establish minimum periods for homework for primary and secondary school pupils.

Teachers will be entitled to positive support from parents to promote good attendance and sound discipline. Schools suffer from unruly and disruptive pupils. Exclusion or suspension may sometimes be necessary. We will, however, pilot new pupil referral units so that schools are protected but these pupils are not lost to education or the country.

New job description for LEAs

The judge and jury of LEA performance will be their contribution to raising standards.

LEAs are closer to schools than central government, and have the authority of being locally elected. But they will be required to devolve power, and more of their budgets, to heads and governors. LEA performance will be inspected by Ofsted and the Audit Commission.

Where authorities are deemed to be failing, the secretary of state may suspend the relevant powers of the LEA and send in an improvement team.

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Grant maintained schools

Schools that are now grant maintained will prosper with Labour's proposals, as will every school.

Tory claims that Labour will close these schools are false. The system of funding will not discriminate unfairly either between schools or between pupils. LEAs will be represented on governing bodies, but will not control them. We support guidelines for open and fair admissions, along the lines of those introduced in 1993; but we will also provide a right of appeal to an independent panel in disputed cases.

Teachers: pressure and support

Schools are critically dependent on the quality of all staff. The majority of teachers are skilful and dedicated, but some fall short. We will improve teacher training, and ensure that all teachers have an induction year when they first qualify, to ensure their suitability for teaching.

There will be a general teaching council to speak for and raise standards in the profession. We will create a new grade of teachers to recognise the best. There will, however, be speedy, but fair, procedures to remove teachers who cannot do the job.

The strength of a school is critically dependent on the quality of its head. We will establish mandatory qualifications for the post. A head teacher will be appointed to a position only when fully trained to accept the responsibility.

Higher education

The improvement and expansion needed cannot be funded out of general taxation. Our proposals for funding have been made to the Dearing Committee, in line with successful policies

introduction

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abroad.

The costs of student maintenance should be repaid by graduates on an income-related basis, from the career success to which higher education has contributed. The current system is badly administered and payback periods are too short. We will provide efficient administration, with fairness ensured by longer payback periods where required.

Lifelong learning

We must learn throughout life, to retain employment through new and improved skills. We will promote adult learning both at work and in the critical sector of further education.

In schools and colleges, we support broader A-levels and upgraded vocational qualifications, underpinned by rigorous standards and key skills.

Employers have the primary responsibility for training their workforces in job-related skills. But individuals should be given the power to invest in training. We will invest public money for training in Individual Learning Accounts which individuals & shy; for example women returning to the labour force & shy; can then use to gain the skills they want. We will kickstart the programme for up to a million people, using £150 million of TEC money which could be better used and which would provide a contribution of £150, alongside individuals making small investments of their own. Employers will be encouraged to make voluntary contributions to these funds. We will also promote the extension of the Investors in People initiative into many more small firms.

Our new University for Industry, collaborating with the Open University, will bring new opportunities to adults seeking to develop their potential. This will bring government, industry and education together to create a new resource whose remit will be to use new technology to enhance skills and education. The University for Industry will be a public/private partnership, commissioning software and developing the links to extend lifelong learning.

Government spending on education

The Conservatives have cut government

spending on education as a share of national income by the equivalent of more than £3 billion as spending on the bills of economic and social failure has risen. We are committed to reversing this trend of spending. Over the course of a five-year Parliament, as we cut the costs of economic and social failure we will raise the proportion of national income spent on education.

promote personal prosperity for all ▶

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EDUC. - ~~STARTED~~
IDEAS
LA, Chicago

EDUCATION STRATEGY MEETING AGENDA

March 31, 1997

* WAH.
* IMP.
TX
* MT.
MO..

I. Upcoming Events

- California testing endorsement/CEO's (4/2)
- DC NetDay (4/4)
- FLOTUS education event in Tallahassee (4/7)
- Al Shanker memorial (4/9) - USA
- Zero-3 conference (4/17) - pre-k PTAs. Nat PTA.
- * -- Teacher of the Year/National Conference (4/18) - Board certified. Testing + licensure

II. Call to Action

A. HOPE/Pell/Student Loans

- Op Eds
- Response Strategies
- Student group activities

Retention

B. America Reads

- Changes to legislation?
- Transmittal/Reading is Fundamental event 4/22, 23, or 25?
- Bipartisan involvement
- College work study/commitments status
- Service summit

C. School Construction

- Update
- GOP Co-sponsors?

D. National Standards/Testing Initiative

E. Choice and Accountability

- Charter Schools Products -- Ready to Go
- Guide for Chartering Agencies
- Charter Schools National Study

F. Safe & Drug Free Schools/Character Education

- Community Schools Guide -- Ready to Go
- Student Participation in Community Service Activity (service summit)

G. Teaching

- Response to directive?

H. Early Learning

- Head Start standards?

2 Charter Schools reports
Mfg without publisher
Common Schools guide/hall
Parent involvement
Early reading

I. Skill Grants/Lifelong learning

J. Technology Literacy

III. Other Issues

A. Hispanic Education

B. Voting Rights Act

C. Title 1 Report on Barriers and Solutions to Parent Involvement in Education is ready to go

D. Affirm Action

~~Idea~~ Educ-Ideas



Michael Cohen
03/25/97 05:57:30 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP

cc:

Subject: Re: Update on Ideas 

Here is where we are:

1. NAGB (Advisory Group(s) for testing initiative):

The short answer is that we are working with the Education Department to identify options for establishing an advisory group, and are consulting with key members of Congress, to determine how best to proceed. Congressional consultations will begin next week, and we continue for the next several weeks.

The longer version is:

1. The Education Department is producing an options paper, which Mike Smith and I will review on Friday. The paper addresses the mission(s) to be served, the number of groups we might need (e.g., a technical advisory group to advise on technical aspects of test development, a substantive group to make sure the test measures the right content, etc.) and how the groups would be formed.

The key issues to be resolved here revolve around (1) whether to establish an independent, policy/governing board that would have responsibility for overseeing the test development and use; (2) if so, whether this would be the current NAGB or something separate -- and, if separate, how it would relate to NAGB; (3) if we decide we need an independent group, when to engage the Hill on this.

2. Mike and I are meeting with Goodling's staff next Tuesday on these issues; as appropriate we will then reach out to other key Republicans (e.g., Riggs, Porter) and Democrats (Clay, Kildee) on the House side.

3. Mike Smith and Kay Casstevens think our biggest risk comes from getting Congress involved in all of this stuff when so far only a few Republicans (prodded by 2 outsiders and 1 staff member) have even raised these issues. However, I think our biggest risk comes from not creating some distance between the Administration and the test development, and by not taking steps to create an independent, credible buffer between us and the tests.

2. Teacher News

1. The prime teacher event coming up is the teacher of the year event in mid April. This event generally generates good local coverage nationwide, because every state teacher of the year shows up. Because the national teacher of the year is a board-certified teacher, this event is also an opportunity to highlight and explain our initiative in this area; we haven't done that yet, and the Defense announcement in North Carolina limited any attention to the National Board there.

In addition, I am working with ED to identify a new step for the President to announce at this

event. My leading candidate is centered around a proposal (to be included in the Higher Ed Act) to support the development of standards and assessments for beginning teachers, to complement the tough standards for existing teachers. There is work underway on this we can build on. This will get nailed down with the Department by the beginning of the week.

As a package, the message from the event will be about excellence in teaching--teachers of the year, national board standards, standards for new teachers, and Riley and POTUS listen to the voices of the best teachers.

2. I'm still working on Shanker memorial, but no progress to report since yesterday.