

# Issues & Ideas

Doc -  
Educ Tour

## ■ HOW ONE SCHOOL SYSTEM MAKES THE GRAD

BY SIOBHAN GORM



**TOUTING REFORM:** President Clinton reads from *Charlotte's Web* during a stop in Kentucky to highlight improving schools.

**O** WENSBORO, Ky.—Twenty-two likenesses of President Clinton are in the making in Sonya Beyke's class at Whitesville Elementary School on the day before the President's visit to this rural, blue-collar area in western Kentucky. Beyke uses this freehand portrait assignment to highlight key principles in shape and spatial relations, part of the state-mandated arts and humanities standards that are the basis for questions on the state's assessment test.

As the second-graders shade in the gray hairs on the President's head, Beyke reviews the day's art lesson, as she reviews every subject, every day, to reinforce higher-level thinking: What are you learning? Why do you need to know this? Is your work good? How do you know your work is good enough?

On his first stop of a May 3-4 school reform tour, Clinton visited Whitesville's sister school, Audubon Elementary School, to highlight Administration initiatives to improve educational accountability and failing schools. Clinton cast such efforts as alternatives to school vouchers, which are in the accountability proposal offered by Vice President Al Gore's opponent in the presidential race, Texas Gov. George W. Bush.

"In my judgment, the answer to excellence for all our children is not to take money away from our schools through vouchers, but to combine money with high standards, accountability, and the tools teachers, children, and parents need to succeed," Clinton told the 400 community members and students packed into the school's gymnasium. "We do need what the Vice President has called a revolution on education."

In the past three years, scores on national standardized tests at both Whitesville and Audubon have increased

by a third, from the 50th percentile to percentiles in the mid-60s. But the gains at these schools, both of which serve impoverished children, actually represent more common ground than battleground in the parties' contentious debate on educational accountability. The key change that school leaders and teachers highlight—in leadership, curriculum, and attitude—sidestep politicized issues such as class-size reduction and block grants that tie Washington in partisan knots. These are changes that the Democratic or Republican plans could achieve.

Late last month, Gore detailed his plan to hold schools accountable for teaching children what they need to know and "turn around every failing school in America." He would require that states identify failing schools based on state assessments and give them money from a \$500 million "accountability fund" for such initiatives as after-school programs, class-size reduction, and curriculum improvement. Failing schools would have two years to show "significant progress" before they would have to close up shop and reopen under new management. After that, Gore's plan would offer bonuses of up to \$10,000 to teachers and \$20,000 to principals who agree to help turn around schools that have failed to improve.

Bush's plan would also require states to identify low-performing schools. Those schools would have three years to make changes in such areas as management, curriculum, and staff. If a school failed to "demonstrate progress" toward state definitions of acceptable performance, the parents would be entitled to a voucher about \$1,500 per student to send the children to a better school—public or private—a remedy Bush calls a "final point of accountability." Although Bush's plan does not put more federal money in helping schools turn themselves around

## LUXURY GOODS

BY W. JOHN MOORE

**E**rnst & Young hit the jackpot. On May 8, the international accounting and tax services firm morphed into an instant lobbying powerhouse by acquiring Washington Counsel and its roster of tax all-stars. No price was disclosed, but K Street rumormongers estimate that Ernst & Young paid somewhere between \$16 million and \$20 million, or roughly twice Washington Counsel's revenues in 1999, to buy the lobbying shop.

Forget the usual clucking from competitors that the buyer overpaid. And ignore the price tag. Ernst & Young went upscale and snapped up the Tiffany's of tax lobbying shops.

Under the new arrangement, Washington Counsel will be retitled Washington Council Ernst & Young. Lawyers at the old firm won't do legal work; hence the name change to council. The 11 principals at the old firm will be partners at Ernst & Young, but they won't be leaving their digs. Instead, Phillip D. Moseley, the head of Ernst & Young's tax lobbying effort, and his small team will make the move.

The benefits of the deal to both sides are obvious, even to the scoffers. The folks at Washington Counsel can tap into a huge new network of potential clients. Corporations that relied on Ernst & Young for tax advice will (according to the master plan) turn to the new firm for help on Capitol Hill. The only downsides are potential conflicts of interest that arise in a bigger firm and the end of referrals from law firms. There's plenty of good news for Ernst & Young. Some of the top tax lobbyists in Washington are joining the team. Robert J. Leonard, Mark A. Weinberger, Robert M. Rozen, and Nicholas P. Giordano combine advocacy skills with technical expertise—a rare and valuable combination, according to their peers in the tax bar. The firm also has connections to Democrats and Republicans on Capitol Hill, so Washington Council is expected to thrive no matter which party gains control of Congress in November.

Also, Washington Counsel's top-billing clients in 1999 were blue-chippers Merrill Lynch & Co., R.J. Reynolds Tobacco Co., the Anheuser-Busch Cos., and General Electric Co. The quartet brought in \$1.8 million of Washington Counsel's \$8.3 million in fees last year. According to Weinberger, the firm's contracts with clients guarantee that 2000 will be an even better year financially than 1999. If Washington Counsel's 1999 revenues were combined with Ernst & Young's lobbying fees, the new firm would have ranked fifth among Washington lobbying firms.

But Ernst & Young's acquisition was motivated less by revenue considerations than by (pardon the expression) synergy. Accounting firms with significant domestic and international tax practices feel, by and large, that to meet client needs a significant Washington presence is a necessity. Ernst & Young has already succeeded with

one venture in the capital. In November, the accounting group established a two-man law firm, McKee Nelson Ernst & Young. After raiding other firms for some of the best and brightest tax lawyers in town, McKee Nelson now has 31 lawyers, including 17 partners. The lawyers can devise corporate tax plans, and Washington Council can lobby the Treasury and Capitol Hill to defend them.

Ernst & Young has also boosted its clout through campaign contributions. In the 1997-98 election cycle, the firm gave \$1.4 million to federal candidates, according to the Center for Responsive Politics.

The firm has been aggressive in its pursuit of a top-notch lobbying group. According to sources, Ernst & Young had offered Kenneth J. Kies \$2 million a year to jump from rival PricewaterhouseCoopers, but he rejected the deal.

The pressure is growing on other Big Five accounting firms—Arthur Andersen, Deloitte & Touche, and KMPG—to follow the leaders or suffer the consequences. But duplicating either PricewaterhouseCoopers' success or Ernst & Young's new effort could prove difficult for the rest of the gang, because there just aren't that many gold-plated tax lobbyists in town, a lobbyist said.

Ernst & Young has more-ambitious goals than dominating the world of tax lobbying. William J. Tipton, the firm's vice chairman for tax services, pointedly said that the acquisition "will also allow us to offer first-class legislative services capability far beyond the tax area to our clients."

According to Weinberger, lobbying on financial services, health care, and trade issues brought in approximately 80 percent of Washington Counsel's revenues last year. He foresees plenty of growth in these areas. Such talk worries plenty of lobbyists—and it should. "We have already felt enormous pressure from accounting firms," complained a partner at a prominent lobbying shop. This acquisition, he added, "is like the barbarians launching their 25th stone into your castle."

Given Shandwick International's recent acquisition of the Cassidy Cos., lobbyists offered a bleak vision of a future K Street dominated by global accounting firms with a lock on scores of fat-cat corporate clients, and communications conglomerates that provide companies with advertising, grass-roots, lobbying, and public relations services.

Still, plenty of lobbyists cheered Ernst & Young's acquisition. Three lobbyists who were interviewed termed consolidation "a win-win situation"—at least for themselves. Here's their logic: Other accounting firms and communications behemoths will scramble for brainy, savvy, politically connected talent. "I'll be getting some calls," one lobbyist predicted with the usual modesty of the trade. ■

**ERNST & YOUNG**

**BOUGHT THE**

**TIFFANY'S OF TAX**

**LOBBYING FIRMS.**

... hopes it will push the states to reallocate funds to the failing schools, an aide said.

Bush and Gore may disagree on *what* the federal government should do to improve schools, but they do agree that the goal is to raise achievement. And schools in the Daviess County Public School District offer lessons on bypassing the political clash over issues such as sanctions. "What I like about what I've seen [in Daviess County] is the focus," said Robert F. Sexton, the executive director of Kentucky's Prichard Committee for Academic Excellence, a nonpartisan education reform group. "From the superintendent on down, there's just no doubt that they're focused on achievement and they're focused on using the data to figure out what to do."

Kentucky began its most recent set of reforms in 1990 with the adoption of the Kentucky Education Reform Act, which set benchmarks for students in seven areas: reading; writing; math; science; social studies; arts and humanities; and practical living and vocational studies. The state gave schools until 2014 to make all students proficient in each of these seven areas, and it was then up to the districts and schools to design a curriculum to ensure that children reach those benchmarks in time. State assessments, which combine multiple-choice questions, essay questions, and portfolios of student work, are given in grades 4, 8, and 11, and the state sets performance goals for each school based on its test scores of the previous year. Schools that exceed their goals for improvement receive more money; schools that fail to meet the goal are assigned to a watch list and given more money from the state to overhaul their management and curriculum. Experts credit these reforms, which include more money for such initiatives as after-school programs, when they explain how the state was able to turn around 91 percent of the 175 schools it identified as failing and do it in two years—from 1996-98.

Daviess County is one of the highest-performing school districts in the state, and the leadership of Superintendent Stuart M. Silberman is widely praised. Silberman said his recipe for effective leadership is to solicit feedback regularly from principals, teachers, and the community. Each month, he meets separately with seven advisory committees, and each spring with 30 groups of educators, staff members, students, and residents to talk about their needs and his performance.



**In Focus:** Photographers covering President Clinton's visit to Audubon Elementary train their lenses on third-grader Billy Smith.

At Whitesville, principal Vicki Riley, a former elementary school teacher, uses weekly meetings with faculty to discuss the comments teachers are making on their students' work or to discuss the strengths and weaknesses of approaches she has observed in the classroom.

The change that had the greatest impact on improving student learning, agreed several teachers and principals, was the district's aligning the curriculum with the state's standards. In 1996, the district gathered teachers from all disciplines, grades, and schools to decide when the concepts that students are required to learn could be introduced in the classroom. Every teacher has a list of concepts to cover and must note the date each one is introduced.

Several teachers credited the district with helping them to redesign their lessons in accordance with the new curriculum, which did not lend itself to using any one textbook to teach a subject. At Whitesville, faculty members often read the latest research on the best teaching practices and then present the findings to their colleagues at faculty meetings.

And teachers said these sessions pay off in the classroom. When the time came this year to learn about the three branches of the federal government, Laurie Elliott's third-grade social studies students had to use class material to develop a presentation, and they had to do it in Power Point, complete with bullet points, graphics, and music. They created a virtual trip to Washington, D.C., featuring answers to such obscure questions as how many gallons of paint it takes to paint the outside of the White House. (The answer is 570.)

Whitesville also offers a program called

Graduation 2010, which is based on recent findings that music and language help the brain multiply its neurological connections. The program emphasizes music, art, chess, foreign languages, and critical thinking exercises from kindergarten up. The art project to draw a portrait of the President, which students did while listening to classical music, reflects this approach. Whitesville credits the program for at least part of the increase in its state and national test scores. The school is now 70 percent of the way to the achievement level the state said all schools must reach in the next 14 years.

Each year, teachers and administrators meet to discuss what changes to make in their curricula. At Whitesville, teachers used a practice version of the state assessment to diagnose how well they had covered the material the state requires. Based on the results, Teelye Chapman, who teaches third-grade math and science, is looking for a way to have the school start on math in kindergarten, so that her third-graders will be ready to tackle long division.

But this data-driven approach to curriculum development required a significant shift in mind-set, something several Whitesville teachers said would be the biggest stumbling block for other schools interested in adopting some of the techniques. Chapman was skeptical when she first saw the state-mandated reforms. "I think years ago, I was very much against the testing and stuff, but with the curriculum development—and it's a good curriculum—I don't have anything against it," she said. "Instead of just guessing at what we could possibly improve on, we know what we need to improve on. It gives us confidence that we are actually doing something right." Chapman and other teachers said they were won over in large part because the district and the school included them in the decision-making.

Savvy students are seeing the impact of Kentucky's reforms, too, although their responses underscore one of the next challenges for the reform movement: to make testing the *means* to reform and not an end in itself. Asked why he thought the President chose Daviess County for his school reform speech, Scott Bidwell, a senior at Apollo High School who played in the jazz band that greeted Clinton to Audubon Elementary, put it this way: "We're trying to raise test scores and things like that." And why are tests important? "The higher test scores you get, the more money you get," he said. ■

## DEFENSE MARKUPS EARN A FAILING GRADE

BY GEORGE C. WILSON

**T**he Senate Armed Services Committee acted as if it were spending its own money rather than the taxpayers' when it apportioned the Pentagon's \$310 billion budget last week behind locked doors.

Although reporters and the people they try to inform were literally locked out of the deliberations—too often the practice on Capitol Hill—Pentagon leaders and lobbyists, many of them alumni of the committee, were figuratively locked in. These leaders and lobbyists may not have been in the room, but they were in the loop, and the public was not. For example, on one of the key issues before the committee, the fate of the Joint Strike Fighter—a next generation aircraft for the Marines, the Navy, and the Air Force—Chairman John W. Warner, R-Va., said that his committee had "gone to extraordinary lengths to confer with the Department of Defense" on what the committee planned to do about the \$200 billion program. Some lobbyists said they were briefed on this and other issues in advance of committee action, too.

But Warner tried his best to keep the press and the public in the dark about the actions that his subcommittees and full committee took behind closed doors until he, as chairman, was good and ready to announce them. "We've always done it this way," Warner responded when a reporter challenged his lockout policy. "If you open up the subcommittees, you have two controversies"—first in the subcommittee, and next in the full committee. "Two stories instead of one," he added, indicating that he wanted to avoid such controversy.

This "trust me" attitude in Congress comes at a time when taxpayers trust government less and less. On questions of national defense, in which a wrong decision on such issues as nuclear, chemical, or biological weapons can affect the lives of millions, it would seem to be in everybody's interest for Congress to do all it could to build trust and understanding.

If nothing else, opening up the deliberations of the Senate Armed Services and other congressional committees as they divvy up the taxpayers' money would show why the money went where it did. It is not as if the taxpayers are not holding up their end of the bargain financially. For example, they annually provide \$5 million to operate the Senate Armed Services Committee, pay each Senator \$141,300 in salary, and dole out \$133,000 to staff director Les Brownlee. And that omits the generous retirement pay that lawmakers get, and in Brownlee's case, military as well as Senate retirement checks.

As for the excuse that discussions in the markup sessions must be secret because grave matters of national security are at stake, one veteran staffer cleared to sit in on closed markups told *National Journal*, "I've yet to hear

a breath of what could be considered classified information.

Prime beneficiaries of today's system of closed-door deliberations are congressional staff members on the militia committees. After a few years of experience, staffers can get a job with a defense contractor who will pay them handsomely to lean on Capitol Hill. They can then turn around and use their old-boy network to find out what is going on in those closed markups at other secret congressional deliberations. These former staffers are paid for their presumed access, not for their knowledge of shipbuilding or magnetohydrodynamics.

The road from the military committee staffs to the defense industry, or groups that champion its causes, is well traveled. Ten years ago, for example, John J. Hamre, Patrick A. Tucker, and Durwood W. "Skip" Ringo were among the staffers on the Senate Armed Services Committee. Hamre went from there to the Pentagon's second-highest civilian job, deputy defense secretary, and is now head of the Center for Strategic and International Studies, a think tank supported in part by defense contractor. Tucker is vice president in Washington of government relations for Newport News Shipbuilding, which builds \$5 billion Navy aircraft carriers and some of the \$2 billion nuclear submarines in the budget just marked up by Senate Armed Services. Ringo is the General Electric Co.'s manager in Washington of congressional relations and aircraft engine programs. The company hopes to see its aircraft engines in the Joint Strike Fighter and other military aircraft. The revolving door also turns fast on the House side. Andrew Ellis left this year as staff director of the House Armed Services Committee to become the director of aircraft and missile programs in Boeing's government relations office in Washington.

Although Warner is right in saying that he is far from the first chairman to bar the press and public from seeing how subcommittees and committees apportion taxpayer dollars, the congressional process has changed in ways that make public disclosure more desirable than ever. In 1974, Congress took away from the Senate and House Armed Services committees the power to set ceilings on Pentagon spending. Congress instead established Senate and House Budget committees to do this. Senate and House Appropriations committees follow up by actually depositing the money in the Pentagon's bank account. This leaves the Senate and House Armed Services committees with little more to do than hold hearings and redistribute money under the ceilings set by the budget committees. The reduced political clout has made the armed services committees resemble arms bazaars more than ever, according to such critics as former Rep. Patricia Schroeder, D-Colo.,

**SHUTTING OUT THE  
COMMON PEOPLE  
WHILE "PROVIDING  
FOR THE COMMON  
DEFENSE" IS SIMPLY  
INDEFENSIBLE.**

Educ-  
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## Clinton Goes to Classrooms To Promote Education Plan

By **ABBY GOODNOUGH**

OWENSBORO, Ky., May 3 — President Clinton visited an elementary school here today to read "Charlotte's Web" with fourth graders and promote his latest plan to help states turn around failing schools.

The school, Audubon Elementary, was Mr. Clinton's first stop on a two-day tour of public schools in Kentucky, Iowa, Minnesota and Ohio. The trip is meant to draw attention to his proposals to hold failing schools more accountable, increase school construction, open more charter schools and improve teacher quality.

With only eight months left in the White House, Mr. Clinton is eager to emphasize what he thinks of as his legacy in education, one of his pet issues in his more than two decades of public service.

He is also hoping to draw attention to Vice President Al Gore's education proposals while at least indirectly criticizing those of Gov. George W. Bush of Texas, the likely Republican presidential nominee.

Mr. Gore's battle against Mr. Bush is expected to be fierce in all four states that Mr. Clinton is visiting on this trip — Mr. Bush recently ran an advertisement attacking the Clinton administration's education policies in Kentucky and Iowa.

Mr. Clinton's school tour also comes at a time when his administration is wrangling with the Republicans in Congress over a major education law that Congress must reauthorize this year.

The law, the Elementary and Secondary Education Act, governs how more than \$15 billion in annual federal aid to public schools is spent.

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### Visiting public schools and emphasizing policies to build a legacy.

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The Republicans want the money to be distributed to the states in block grants and let them direct it toward any educational programs, including private school vouchers.

But the administration would distribute the money in grants targeted to specific programs that it wants schools to embrace, like summer school programs and mentoring for teachers.

"The answer to excellence for all our children is not to take money away from our schools through vouchers," Mr. Clinton said in a speech to several hundred students, parents and teachers, "but to combine the money with high standards, accountability, and the tools teachers, children and parents need to succeed."

Many politicians have held up Kentucky as a model for education reform, because a landmark court ruling here in 1989 led to the most comprehensive overhaul of public education the nation had ever seen.

A court order required the state to sharply increase aid to poor school districts, which used the additional money to reduce class size, improve curriculums, increase preschool programs and create a statewide testing system.

Audubon Elementary School, with 450 students, most of them from families classified as poor, used to have some of the lowest test scores in the state. But it now ranks 18th in the state, with 70 percent of its students performing above average on reading tests.

In his speech, Mr. Clinton saluted the school's turnaround and announced that he would send teams from the Department of Education into other states to make sure they are "meeting their responsibilities on low-performing schools." He also announced that the Education Department would begin publishing annual reports listing the nation's lowest performing schools and the strategies being used to improve them.

In a morning visit to a first-grade classroom, Mr. Clinton read aloud from a chapter of "Charlotte's Web" and then listened to students read from it. He stopped several times to quiz the children on some of the bigger words in the chapter, like "exertion" and "bewilderment." He also asked if any of the 19 students had seen the movie version.

# U.S. Plans Closer Study of Biotech Foods and Will Guide Labeling

By MELODY PETERSEN

Trying to ease consumer fears about genetically engineered foods, the Food and Drug Administration announced yesterday that it would tighten its review of the products and develop guidelines for companies wanting to label them.

The food and drug agency's announcement is part of a broader plan by the Clinton administration that includes increased financing of studies on the potential risks of genetically engineered plants and a review of environmental regulations.

Under the plan, the Department of Agriculture will also take steps that could lead to a system in which genetically engineered crops are kept separate from those that have not been altered. Now, the crops are commonly harvested together, which has caused some foreign importers to reject American crops.

The measures were announced after the food and drug agency held hearings on the growing concerns of consumers. Dr. Jane E. Henney, the commissioner of food and drugs, emphasized yesterday that "F.D.A.'s scientific review continues to show that all bioengineered foods sold in the United States today are as safe as their nonbioengineered counterparts."

Nevertheless, the agency said it would strengthen its policies and would write guidelines for companies that want to label foods that contain genetically engineered ingredients.

But consumer groups said shoppers in American supermarkets were not likely to see much change. Most processed foods include genetically engineered ingredients, but that is not disclosed in labels.

Jean Halloran, director of the Con-

sumer Policy Institute at Consumers Union, said she feared that few food companies would label their foods because of the expense of meeting the government guidelines. "This will make very little difference for consumers," Ms. Halloran said.

To strengthen its policy, the food and drug agency also said yesterday that it would propose that biotechnology companies be required to talk to regulators about the safety of their new genetically engineered products at least 120 days before they are sold. That discussion is now voluntary.

The nation's largest food companies had asked the administration for the change to help calm consumer fears. The agency will publish its proposal in the next few months and ask for public comment.

To ensure that regulators are also monitoring environmental risk, the Clinton administration said it

planned to begin a six-month review of its current regulations.

The Agriculture Department said yesterday that it planned to increase the \$1.7 million it spends on research into the crops.

The department also said it would work with farmers and industry to create new systems for keeping genetically engineered crops separate from their conventional cousins. It is already helping to create reliable tests for determining whether a truckload of grain includes genetically engineered varieties.

"There is obviously a market out there that wants non-G.M.O. food," said an agricultural official using the shorthand expression for genetically modified organism. "We want to find a way for farmers to meet that need."

What's Sunday without The Times?

## FUND-RAISING

# Democrats' Ticket Sets Record At \$500,000 to Attend Gala

By DON VAN NATTA Jr.

WASHINGTON, May 3 — For its annual gala here on May 24, the Democratic Party is offering tickets ranging from an affordable \$50 to a platinum price of \$500,000, the highest amount either party has charged for admission to a fund-raising gala.

The donors and fund-raisers who give or collect \$500,000 will be given a package of perks that includes an invitation to a private dinner with President Clinton at a Washington restaurant on the eve of the gala and front-row seats, in the so-called "platinum section" of the MCI Center, for the gala's entertainment. The comedian Robin Williams leads the list, along with the musicians Stevie Wonder and Lenny Kravitz.

The gala is a tribute to Mr. Clinton, led by his close friend Terry McAuliffe, who offered last year to put up \$1.35 million of his own money for the Clintons' house in Chappaqua, N.Y. The event features the widest gulf in donor levels ever seen at a political fund-raiser here.

Prolific fund-raisers and generous donors will also be invited to attend a private reception with Mr. Clinton and Vice President Al Gore before the gala.

S. Daniel Abraham, the chairman of Slim-Fast Foods of West Palm Beach, Fla., recently wrote a check for \$500,000, which the national committee deposited on May 1, party officials said today.

At its black-tie gala last month, the Republicans raised a record-shattering \$21.3 million, a sum composed mostly of large, unregulated checks of \$100,000 or more. Nearly 50 Republican fund-raisers gave \$250,000 each. And the Republicans have a big-money club of donors, known as the Regents, who each pay \$250,000. The Democrats have their own big-money club: members of Leadership 2000 each give or collect \$350,000.

The sharp escalation of campaign contributions, or "donation inflation," as some fund-raisers call it, has alarmed many who advocate changes in the campaign finance system, and they reacted with outrage today at the \$500,000 fund-raising level established by the Democrats.

"The spiraling obscenity of craven campaign finance efforts will not stop unless either the public's outrage starts being felt or corporations

and special interests become sickened themselves and balk at paying these absurd amounts of money," said Peter Eisner, managing director of the Center for Public Integrity, a nonprofit public watchdog group.

Fred Wertheimer, the president of Democracy 21, a public policy group that advocates campaign finance reform, said, "This is crazy greed, and it would be shameful if there was any shame left in this city."

Democratic Party officials objected to the portrayal of the gala as a soft-money event.

"This is a different kind of event meant to bring people from all walks of life to rally around the Democratic Party and the issues we stand for," said Jenny Backus, a spokeswoman for the Democratic National Committee. "It's very disappointing for these reformers, who know better, to try and put a pox on both of our houses, when it is very clear that the Democratic Party is the party that wants to reform the campaign finance system."

Mr. McAuliffe says he is trying to open the gala to thousands of young Democrats, who he says will pay \$50 or \$100 for tickets. The Democrats want to sell 14,000 arena tickets at prices from \$50 to \$1,000. And they have contrasted their event, which they say will encourage guests to wear blue jeans and cowboy boots, with the Republicans' black-tie affair last month in tribute to Gov. George W. Bush of Texas, the party's presumptive presidential nominee.

But both have one thing in common: many checks of soft money, the large, unregulated contributions.

The Republicans received large checks and fund-raising assistance from Phillip Morris and Wayne LaPierre, the executive vice president of the National Rifle Association.

In recent months the Democrats have received \$350,000 from SBC Communications, the telecommunications giant, and \$250,000 checks from both Marc Andreessen, the founder of Netscape, and Mark B. Nathanson, a cable television mogul.

"The money for this event is unbelievable," said one Democratic fundraiser. "It's all because of Terry. He could raise \$25 million, or even \$30 million, in one night. It will be the most successful Democratic event, by a factor of three."

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## House Passes Bill to Exempt Options From Overtime Pay

By a WALL STREET JOURNAL Staff Reporter  
WASHINGTON — The House of Representatives cleared legislation to exempt stock-option gains from the overtime-pay calculations for hourly workers, all but ending a months-old controversy.

The legislation, which passed the Senate earlier, now goes to President Clinton, who is widely expected to sign it into law.

The moves should end a furor that erupted earlier this year when the Labor Department sent an advisory letter to an unidentified U.S. company saying that hourly employees' stock-option gains had to be included when calculating overtime pay. Department officials emphasized that the letter wasn't meant as a statement of policy, but many companies worried they would be liable for civil or criminal penalties if they disregarded the letter's interpretation of the law.

The legislation amends the 62-year-old Fair Labor Standards Act, which established overtime and minimum-wage requirements, to exempt stock-option gains from overtime calculations. It also exempts gains from employee stock-purchase plans.

## FTC Issues Guidelines For E-Commerce Ads, Stressing Disclosures

By a WALL STREET JOURNAL Staff Reporter  
WASHINGTON — The Federal Trade Commission issued official guidelines for Internet advertising, serving notice to electronic-commerce entrepreneurs that they will be subject to the same scrutiny as print, radio and television advertisers.

The guidelines, which were approved by the commission in a 5-0 vote, spell out how the agency's consumer-protection rules apply to online ads and sales practices. Special emphasis is given to the importance of posting clear and conspicuous disclosures to prevent misleading ads.

"Dot-commerce is the new Main Street," said Jodie Bernstein, FTC director of consumer protection. "This guidance represents the cooperative efforts of government, communications experts in industry, and consumer groups to achieve fair, informative online advertising."

The guidelines contain criteria for evaluating such things as whether disclosures are displayed prominently enough and close enough to claims made in an ad, and whether disclosures are understandable.

The FTC also addresses such issues as the volume and cadence of audio disclosures in ads and the duration of visual disclosures.

Online advertisers are provided with mock ads illustrating, for example, how loud audio disclosures should be.

## Clinton Takes Message of Education Reform on the Road

By a WALL STREET JOURNAL Staff Reporter  
WASHINGTON — With the Senate apparently at an impasse over a major education bill, President Clinton took his education message from Capitol Hill, where it is hugely contested, to the voters, where it is hugely popular.

The President's Second Reform Tour, as it is being billed by the White House, is scheduled to visit schools in four cities to promote Mr. Clinton's proposals for turning around failing schools, financing school renovation and construction, training teachers and promoting charter schools.

Republican lawmakers have been cool to the president's ideas. Their education plan would trim the federal government's involvement. The split has come into sharp focus two days into Sen-

ate debates on reauthorization of the Elementary and Secondary Education Act, the 1965 law that articulates the federal government's commitment to public education.

The Senate appears to be at an impasse, with Mr. Clinton threatening a veto of the bill put forward by the GOP.

Republicans are insisting on a program that awards a bigger share of federal education funds to states in the form of block grants, and that leaves out money for school construction.

Democrats want federal funds tied to student performance, particularly improved test scores of minority and poor children, and are championing a Clinton plan to reduce class sizes by funding 100,000 additional teachers.

# Bush Leads Gore 46% to 41% but Must Pacify McCain

By JACKIE CALMES

Staff Reporter of THE WALL STREET JOURNAL

WASHINGTON—In a new poll, Republican George W. Bush is ahead of Democrat Al Gore at this early point in their race for the presidency. Trouble is, the Texas governor still hasn't made peace with his last rival, the vanquished but still-popular GOP Sen. John McCain of Arizona.

In the two months since Messrs. Bush and Gore each clinched their parties' nominations after tough primary battles, Mr. Bush has enjoyed a better spring opening for the general-election campaign season. He has retaken the lead against Vice President Gore, 46% to 41%, in the latest poll of registered voters for The Wall Street Journal and NBC News. In March, Mr. Bush trailed by three points.

"What Vice President Gore gained in the first three months of 2000 has been lost in the past seven weeks," say Democrat Peter Hart and Republican Robert Teeter, who conducted the poll. "The most disturbing declines" for Mr. Gore, they add, "are in the vital Midwest, and among women and Catholics."

Of course, Mr. Gore's short-lived lead of last March could have been artificial, reflecting his own easy primary victory and Mr. Bush's bitter struggle against Mr. McCain. Now, Republican Bush leads

among the middle-ground voters who will decide the election: by 50% to 35% over Mr. Gore among suburbanites; 43% to 32% among independents and 43% to 37% among ticket splitters. Democrat Gore clings to a two-point lead among women voters, thanks to the overwhelming support of blacks. Among white women, Mr. Gore trails by 10 points. With white men, he loses by a 2-to-1 margin.

The findings of a Bush edge follow weeks in which the Texas governor has

been pushing policy initiatives on health and education—top voter issues that typically favor Democrats—while Mr. Gore has been avidly attacking. But whether Mr. Bush maintains his progress could ride in part on how well he handles a reconciliation meeting Tuesday in Pittsburgh with Mr. McCain.

In an interview, Mr. Bush himself is guarded about expectations. "I don't know much about it, except we have a good agenda," he says. "I want him to understand we've got a good friendship, and I'd like his support."

That Mr. Bush has taken two months since the decisive Super Tuesday primaries to get to this point, and unite his party once and for all, has been cause for much GOP hand-wringing.

"The fact that this is being built up as some kind of summit is not a good thing for the candidate," says Scott Reed, who ran GOP nominee Robert Dole's 1996 campaign. Expectations have built about whether Mr. Bush will ask Mr. McCain to run with him, or whether the Vietnam War hero will endorse him unconditionally. Republicans agree: Mr. Bush has most to gain, or lose.

"McCain continues to be a national phenomenon, and he can be an asset to the Republican Party this November. And

that's the way the Bush people have to look at it. Like it or not, they need him," Mr. Reed says.

The Journal-NBC poll suggests why. Voters, especially the critical ticket splitters, view Mr. McCain more favorably than either Mr. Bush or Mr. Gore; among independents, 46% rate him positively and 17% negatively. Mr. Bush is viewed more positively by voters 46% to 29%, though the number who see him favorably has declined. Mr. Gore's scores, never great, are up just slightly since December, with 41% viewing him favorably and 37% negatively.

While Mr. McCain has ruled out an independent candidacy, in a hypothetical three-way race with Messrs. Bush and Gore, he draws nearly a quarter of the vote—as he has in past polls; Mr. Bush narrowly wins. And though Mr. McCain rules out the vice presidency, he is the top choice among Republican poll respondents (assuming popular former Gen. Colin Powell isn't available).

During the winter primaries, when Mr. Bush had lost ground to Democrat Gore in the polls, he was the one on the attack—against Mr. McCain, who had proven a tougher foe than Democrat Bill Bradley was for Mr. Gore. But lately, the Texas governor has been stressing bipartisanship and a moderate agenda. "He's reclaimed the center, and I'm surprised Gore let it happen," says former GOP Rep. Vin Weber, who advised Mr. McCain.

Lately, Mr. Gore has mounted an assault on Mr. Bush as an extremist for his big tax cuts and proposal to partially privatize Social Security. But Mr. Gore's slippage in the polls will stoke grouching among Democrats who feel he should attack less, leaving that to surro-

gates, and show a more positive side.

But Gore spokesman Chris Lehane recalls that Mr. Gore trailed Mr. Bush in polls by 18 points a year ago. "If our growth rate continues as it has over the last year," he says, "we'll be in great shape come November."

The new poll bears out the good marks that Mr. Bush and his Austin, Texas, team have gotten lately from the political pros in both parties. Mr. Bush not long ago officially named as advisers a number of inside-the-Beltway GOP pooh-bahs, including Mr. Weber. But he recently put longtime friend and Midland, Texas, oilman Donald Evans in charge of the campaign.

"He's done enough to keep the Beltway bandits at bay," says Bill Dal Col, who managed the campaign for another former Bush GOP rival, publisher Steve Forbes. "But he's sent an unmistakable signal that they're still in control down in Texas."

Still, the belated handling of the Bush-McCain feud has been troubling and clashes with Mr. Bush's claim to be a "a uniter, not a divider." As the question goes: If he can't make peace with Mr. McCain, a fellow Republican, how can he claim he would be able, as president, to bridge partisan divides with Democrats in Congress?

Messrs. Bush and McCain have had two brief phone calls since March 7. Yet days before their "summit," neither side was clear how it would answer the questions about Mr. McCain's role in the Bush campaign generally, and the summer GOP convention specifically. Or how they would

finesse differences over campaign-finance reform, Mr. McCain's signature issue.

After negotiations between staffers, their agenda calls for seeking common ground on Social Security, education, health and campaign finance. As for the vice presidential candidacy, Bush spokesman Ari Fleischer says flatly, "The senator has made it clear he's not interested in it."

Meanwhile, this is a spat the normally fractious Democrats are enjoying—and fanning. Mr. Gore had Mr. McCain over to the vice president's mansion last Sunday for a 20-minute get-together. And the night before, at the annual White House Correspondents gala here, President Clinton joked that it was good to see that Messrs. Bush and McCain were about to heal their breach.

"Actually," Mr. Clinton said, "they're thinking about talking about healing their breach."



George W. Bush



Al Gore

# Navy Protest Intensifies

## Officials Urge Clinton to Defuse Puerto Rican Showdown

By SYLVIA MORENO  
Washington Post Staff Writer

VIEQUES, Puerto Rico, May 3—A coalition of clergy, members of Congress and New York officials of Puerto Rican descent asked President Clinton yesterday to call off the threatened arrests of local residents who took over a naval bombing range after an errant missile killed a civilian last year, predicting civil unrest if a federal raid occurs.

They want the administration to negotiate a settlement with the dozens of protesters, including a leading Puerto Rican politician who lived on the beachfront range in a tent for almost nine months and three months ago built himself a wooden hut "to prepare for the long haul," as he says.

"To arrest the people would be a terrible mistake, and we appeal to the president to stop this nonsense. We are peaceful demonstrators," said Bishop Alvaro Corrado del Rio of the Diocese of Caguas.

"Arrests are only going to open a wider spectrum of civil disobedience in Vieques and Puerto Rico," he said. "This is unjust and an abuse of the people of Vieques."

The National Council of Churches sent a letter to the Clinton administration to back off from its threat of U.S. police action against the protesters and to cease immedi-

ately using the island for military target practice.

But a senior Pentagon official said today that "the decision-making process [on the raid] is complete but the plan allows a lot of flexibility in execution. The final call on when to go in will be made on the law enforcement side."

And government sources in Washington said the decision on when to move the protesters will be made by the FBI SWAT team commander on the scene in coordination with the bureau's Strategic Information Operations Command in Washington.

Federal sources have said the raid could happen late this week.

Supporters of the protesters also warned of the potential backlash a federal raid could have for first lady Hillary Rodham Clinton, who is running for the Senate in

New York, where people of Puerto Rican descent make up 6 percent of the electorate.

"This will have a lot of political implications," said Rep. Nydia M. Velazquez (D-N.Y.).

The president "needs to read my words. I don't need to threaten the president," she said. "But aren't we being hypocrites by exporting democracy to Bosnia and Croatia while we don't have democracy in Vieques?"

Once just a ragtag group of protesters little known outside this island town, the dissidents, and their cause, drew supporters from as far away as Chicago and New York to their turf—a dozen illegal seaside camps that are reachable only by boat. Last week, other Puerto Ricans consecrated the First Ecumenical Church of Puerto Rico. On the altar of the open-air wooden structure is a poster that reads, "No More Bombing Vieques" in English and Spanish.

"The people of Vieques have been extra patient and generous with the Navy for 60 years," said Rep. Luis V. Gutierrez (D-IL). "Their petition is for peace, and it's a non-negotiable one."

Naval bombing and training exercises came to a halt here a year ago following the death of civilian security guard David Sanes Rodriguez. The incident sparked the smoldering discontent of local residents still resentful of the federal expropriation in 1941 of the eastern and western ends of the island to build a bombing range and an ammunition depot. The island's 9,300 residents live between the installations.

Within weeks of the accident, protest camps of multi-colored tents sprang up on the bombing range, forcing the Navy to cancel training maneuvers. In an attempt to appease protesters, Clinton and the administration of Gov. Pedro Rossello agreed to a deal in January that will give Vieques \$40 million in exchange for allowing the Navy to conduct exercises with mock bombs that contain no explosives. In addition, the residents of Vieques will also vote on a referendum sometime between this August and February 2002 on whether the Navy may resume using live ammunition. If voters say yes, Vieques will receive an additional \$50 million. If they defeat the proposal, the Navy must clean up its practice range—littered with rusting targets and live bombs—and stop all training by May 1, 2003.

That agreement only angered the protesters, who increased their numbers and the illegal beach encampments leading to the federal ultimatum that they abandon the range.

Staff writers Roberto Suro and David A. Wise in Washington contributed to this report.

# Work on E-Mail Probe Could Cost \$10 Million

By GEORGE LARDNER JR.  
Washington Post Staff Writer

The White House said yesterday that it will cost \$8 million to \$10 million—three times more than originally estimated—to reconstruct hundreds of thousands of missing e-mails and search them for evidence demanded by subpoenas issued during past investigations of the Clinton administration.

The contractor assigned to retrieve the correspondence has told congressional investigators that the work cannot be completed until late November, after Election Day, but White House spokesman Jim Kennedy said, "We hope to begin searching as early as June."

By one account, backup tapes containing both incoming and outgoing messages from Vice President Gore's office may be given the most immediate attention. A spokesman for the House Government Reform Committee, Mark Corallo, said the contractor, Enterprise Computing Solutions Inc., informed it last week that the White House would produce 71 "priority tapes," 50 of them from Gore's office, to test first and try to put them in a searchable format.

Kennedy, however, disputed

those numbers and said no decision has been made "about what to search first." He said White House lawyers would be guided by what the investigators—from the Justice Department, congressional committees and independent counsel Robert W. Ray—most want.

"If we put [Gore] at the top of the list, it could be called 'political.' If we put him at the bottom of the list, it could be called 'political,'" Kennedy said. "We are [going to be] setting priorities consistent with the needs of the investigating parties."

Discussions with the various investigators will be held in the next few weeks, Kennedy said. He added that the White House still envisions not only searching tapes but turning over any relevant evidence to investigators in a "rolling production" starting in June.

The White House said in March that the complicated project, starting with retrieving e-mail from thousands of voluminous, sometimes unlabeled backup tapes and then putting them into a searchable system, would cost \$3 million and be completed by late September. Michael Lyle, director of the White House Office of Administration, disclosed the new estimate at a House hearing yesterday.

"It's going to cost a lot of money. It's taking a lot of time," Lyle volunteered near the end of his testimony. "We are working as quickly as we can."

House committee staff members said ECS President Eric Tung Q. Duong told them last week that there were 4,925 backup tapes with electronic messages and other material that had not been recorded in the permanent, archival system the White House set up several years ago.

White House lawyers, who will testify today, have said the computer glitches that caused the problem were first brought to their attention in June 1998 but that they did not realize the scope of it because of a test suggesting that relevant messages had been turned over to investigators in paper form.

Committee Chairman Dan Burton (R-Ind.) and other GOP members complained that the test was too limited, dealing only with White House e-mail relating to former White House intern Monica S. Lewinsky, and that the White House should have disclosed the problem and sought funds to retrieve the messages at congressional appropriations hearings in early 1999. Lyle said this was not done because the White House wanted to devote all available funds to resolving the Y2K crisis.

Kennedy said yesterday that the White House has \$4.8 million left over from Y2K appropriations that can now be used to start paying for the reconstruction effort.

Educ-  
School  
Reform  
Tour

## School's In on Education Reform

### Clinton Opens Two-Day, Four-State Swing to Push Proposals

By CHARLES BABINGTON  
Washington Post Staff Writer

DAVENPORT, Iowa, May 3—There was a time when the federal government had little to do with public education, leaving it mainly to local school boards, county officials and state legislators.

But the public's rising concern about poorly performing schools—along with the waning of other issues since the end of the Cold War and the start of a long economic boom—have pushed education to the front burner of national politics. Both of the leading presidential candidates have made it central to their campaigns, and President Clinton today launched a two-day, four-state "School Reform Tour" to highlight his proposals for federal funding of school construction, teacher training and other initiatives.

Meanwhile, the Senate took up an education debate this week that some legislators say is more likely to produce fodder for the election campaign than an accord the Republican-led Congress will pass and Clinton will sign. Both parties in Congress support increased federal spending on public education, as do Texas Gov. George W. Bush, the presumptive Republican presidential nominee, and Vice President Gore, the Democratic candidate. But they differ on how the money should be controlled and spent, and that dispute has scuttled past efforts to enact major education legislation.

Republicans generally want a more

limited federal hand in public education, preferring to allow local school districts to decide how to attack problems. Many Democrats want to channel federal funds—which account for 7 percent of all public education spending—to specific programs such as reducing class sizes.

Clinton is emphasizing a different theme at each stop, and today's topics were turning around low-performing schools and boosting school construction and renovations. In Owensboro, Ky., the president toured Audubon Elementary School, where only 5 percent of the students showed proficiency in a statewide reading test in 1994, and none in science. Today, those figures are 70 percent for reading and 64 percent for science.

Audubon was among the targets of Kentucky's 1990 "standards-based" school reform program, which included using federal funds to hire extra teachers and reduce class sizes. After reading portions of "Charlotte's Web" to Crystal Davidson's third- and fourth-grade students, the president addressed several hundred adults in the school auditorium, citing Audubon and Kentucky as national models.

He said the state decided 10 years ago to "set high standards" and hold schools accountable "with real consequences" if they failed to meet those standards despite receiving state and federal help. The tactics in some schools included replacing principals and giving parents the right to shift their children to other public schools, he said.

"The results have been truly extraordinary," Clinton said. "I believe so strongly that we can have the kind of educational excellence we need for every child in the country, if people will take the basic things you've done here and do them."

Clinton praised Gore three times in the speech, and made clear he sides with the vice president on a key issue: The government, he said, should not "take money away from the schools as vouchers" for private education. He urged Congress to pass his legislative package on education, which calls for higher federal spending on low-performing schools, school construction, after-school programs and summer education efforts in low-income areas.

Clinton's education tour happens to hit four states considered battlegrounds in the presidential race: Kentucky, Iowa, Minnesota and Ohio. Some Republicans accused the president of picking the sites to help Gore's campaign, a charge the White House denied.

Congressional GOP leaders would let as many as 15 states establish federally funded charter schools with substantial leeway to spend the money as they please, provided they promise to improve low-performance schools. Clinton also favors more federally funded charter schools, but he would place tighter controls on them.

From Owensboro, Clinton traveled to Davenport where he pushed his plan for increased spending on school construction in a speech at Central High School, built in 1904.

Eric - School Reform Tour

charge of monitoring trade relations with a single country.

"A question I hear over and over is: How do we know China will comply with it? Their track record, frankly, is mixed," he admitted.

To assuage wavering pro-labor legislators, Daley pledged \$22 million to erect a rapid response team inside the Commerce Department to immediately investigate business complaints about non-compliance. The team would have tight timelines for resolving the disputes. "We won't hesitate to go to the WTO if that's what it takes to fix a problem," he said.

He also promised to set up a special monitoring program to identify import surges in sectors such as steel, and investigate why exports aren't growing in promising sectors like agriculture. The administration plans to offer China technical assistance to educate its bureaucrats and businesses about compliance with WTO rules.

Daley also promised to launch a nationwide effort to help small- and medium-size U.S. businesses that want to crack the Chinese market. "We'll be using our trade centers in every state and our five offices in China to find export opportunities," he said.

But opponents of permanent normal trading status for China argue that many Americans have grown skeptical about the benefits of freer trade with developing countries like China, whose government is seen as hostile to human and labor rights for their workers and hostile to global environmental concerns. That perception has forced the administration to shift the debate onto national security grounds as it searches for the final votes needed to pass the accord.

"This is the same pattern as the North American Free Trade Agreement debate," said Jeff Faux, president of the Economic Policy Institute, which bases its opposition to permanent normal trading relations with China on its contention that it will cost the U.S. more jobs than it will create. "As people start punching holes in the economic arguments, they shift."

Faux argued the U.S. doesn't need to give up its annual review of China's human-rights policies because "they need the U.S. market and that \$70 billion surplus. They have 80 million unemployed people in a country that only a few years ago promised everyone a job."

Seeking to assuage its labor critics, administration officials on Wednesday endorsed a proposal by Rep. Sander Levin, D-Mich., to set up a special commission to investigate ongoing human and labor rights violations in China. "These unenforceable provisions would provide no incentive for Beijing to change its behavior," said Lori Wallach, director of Global Trade Watch, the group that spearheaded opposition to permanent normal trading status for China.

Meanwhile, Republican leaders attempting to win over the fence-sitters on their side of the aisle welcomed the administration's new emphasis on security issues. "@1/8 Chinese Premier @3/8 Zhu Rongji will likely be deposed if we vote down this agreement, and he's one of the reformers we're trying to encourage over there," said Ways and Means chairman Bill Archer, R-Texas.

He is pushing President Clinton to deliver a nationwide address on both the trade and national security benefits of the deal. A defeat "will certainly play into the hands of the hard-liners in China," Archer said.

**Clinton visits classrooms in dramatically improved schools**  
By Naftali Bendavid  
Chicago Tribune

OWENSBORO, Ky. President Clinton visited a third- and fourth-grade classroom in this small Kentucky town Wednesday, reading from the classic children's book "Charlotte's Web," leading a classroom reading exercise, and meeting a teacher who was hired under the president's class-size reduction initiative.

The visit launched a two-day tour of dramatically improved schools, during which he is urging Congress to pass his school improvement program, emphasizing Democrats' differences with Republicans on education, and trying to provide a boost to Vice President Al Gore.

Owensboro's Audubon Elementary School, whose students in many cases come from poorer families, was severely troubled just a few years ago but has undergone a rebirth and is now one of Kentucky's top schools. Clinton is pushing for a \$250 million fund that he says would prompt similar turnarounds elsewhere. Republicans, however, say the plan is too heavy-

handed, imposing rules in areas better suited to local control.

"I want people all across this country to know that there are places where people, against considerable odds, are bringing good education to all our children," Clinton told community leaders in the school gymnasium. "This is not a day's work or a weekend's work or a month's work. You've got to make it a long-term disciplined commitment."

Although Clinton's school tour is intended to highlight his legislative agenda, the president is wasting few opportunities in the final months of his tenure to boast about his administration's accomplishments. White House staffers distributed a fact sheet emphasizing, for example, that Clinton has overseen a near-doubling in the number of children participating in the Head Start program.

Clinton and congressional Republicans, meanwhile, have been tangling over a proposed \$15 billion school spending bill for 2001. Clinton has threatened to veto the Republican version, which he says does not hold states accountable for improving their schools, fails to fund school renovations and provides for school vouchers, which he opposes.

Despite this legislative backdrop, Clinton's school trip is in part a form of shadow campaigning. While he is not electioneering in the traditional sense, with rallies and fundraisers, his presence in these towns, touting Democrats' accomplishments and plans on education, has a similar effect.

In Owensboro, for example, residents gathered along the motorcade route, 300 dignitaries packed the Audubon school gymnasium to hear him, and a local television station carried the visit live.

All four states Clinton is visiting in this two-day swing Kentucky, Iowa, Minnesota and Ohio are crucial to Gore's presidential hopes. In Kentucky, Clinton praised Gore for initiating the e-rate program, designed to bring the Internet to every classroom in the country. Later Wednesday, Clinton flew to Davenport, Iowa, where he toured Central High School, whose students still use antique wooden lockers.

Clinton has proposed a \$1.3 billion emergency fund to repair 5,000 schools a year, plus tax credits to modernize thousands more. Republicans in Congress oppose these ideas, and Clinton has pummeled them for it, saying the country's school buildings are in crisis.

One-third of U.S. schools, about 25,000, need extensive repairs, and the average school building is 42 years old, according to government reports. Some New York schools are still heated with coal. Central High, the Iowa school where the president spoke Wednesday, is nearly a century old and suffers from basic ventilation and electrical problems.

On Thursday, Clinton will visit City Academy in St. Paul, the nation's first charter school, and he will wrap up his tour at Eastgate Elementary in Columbus, Ohio, showcasing the school's unusual mentor program for new teachers.

On Wednesday morning at Audubon Elementary, Clinton stepped into the classroom of Crystal Davidson, who recently joined the school as part of Clinton's teacher hiring program and has a class of 19 students.

"It makes a difference to have a small class, doesn't it?" Clinton asked. Davidson answered, "Yes, it does. I'm able to spend a lot more time with each student."

Then Clinton stood at the front of the class, with a colorful mural of Kentucky behind him, and began reading a chapter called "The Miracle" from E.B. White's "Charlotte's Web," about a spider who weaves messages into her web.

Clinton stopped periodically to ask the children about the meaning of certain words, for example quizzing them on "bewilderment," "exertion" and "distinct." In his speech in the school gym, Clinton heaped praise on Kentucky, which 10 years ago began pouring money into failing schools and simultaneously demanding higher standards. Now some of the state's top schools are in poorer areas.

**Seed companies to be required to provide more data on biofoods**  
By Bruce Japsen  
Chicago Tribune

In a broad plan to address consumer concerns about genetically engineered food, the Clinton administration on Wednesday said it would require seed companies to provide more data about the safety of new gene-spliced crops.

## Chicago Tribune

WASHINGTON In a suit with a sharp political edge, House Democrats accused House Majority Whip Tom DeLay, R-Texas, Wednesday of violating federal civil anti-racketeering laws in his fund-raising practices for GOP candidates.

The Democratic Congressional Campaign Committee, headed by Rep. Patrick Kennedy, D-R.I., alleged in a U.S. District Court complaint that DeLay is guilty of extorting and money-laundering through a web of fund-raising organizations he controls.

DeLay, a conservative known as "the hammer" for his political toughness, said Democrats had "impugned the dignity of the House of Representatives by resorting to ugly, unfounded, politically motivated charges for their own political gains."

But Kennedy said "this is not a political suit" and alleged that DeLay used threats and intimidation to raise funds and then concealed them from public disclosure by laundering the money through tax-exempt organizations, which then paid for campaign commercials attacking Democrats.

The party asked for treble damages from DeLay and the other defendants.

The use of the anti-racketeering statute, known as RICO, in such a political context is highly unusual and prompted cries of outrage from the Republican camp.

John Feehery, press secretary to House Speaker Dennis Hastert, R-Ill., said the speaker "is not going to be distracted by these kinds of tactics" in his effort to maintain control of the House. "They have no agenda," Feehery added. "They're trying to sue their way to majority status."

The suit added to an increasingly bitter political climate in which both parties have accused each other of violating campaign finance laws. The GOP has made an issue of Vice President Al Gore's 1996 controversial fund-raising efforts, while Democrats have claimed DeLay was stepping over the line in raising money.

With control of the House at stake, Democrats also are attempting to label Republicans in Congress as extremist and out of touch with the American people. As a staunch conservative who pushed for President Clinton's impeachment, DeLay is being used as their main symbol of extremism.

Democrats conceded that they did not have independent evidence DeLay violated the anti-racketeering law, but instead relied almost entirely on press reports in supporting their claims.

The party will "mount an aggressive discovery effort" to gather independent evidence, the Democratic Congressional Campaign Committee said. If the suit is permitted to proceed, it could result in a judicial decision on whether campaign finance laws have been skirted by the increased use of "issues ads" against candidates by tax-exempt organizations.

The suit alleged that as whip, the third most powerful position in the House, DeLay had threatened to withhold favorable action on legislation unless contributors gave more money to GOP candidates and reduced funds for Democrats.

Specifically, Democrats alleged DeLay and his associates established a separate network of political organizations that are not registered under federal election law in an effort to exploit a loophole in which tax-exempt groups are used to attack political opponents.

The tax-exempt organizations named as being involved in the alleged scheme were the Republican Majority Issues Committee, headed by Kari Gallant, a DeLay fund-raiser; the U.S. Family Network, headed by Ed Buckham, DeLay's former chief of staff; and Americans for Economic Growth, headed by Jim Ellis, who manages a GOP political action committee known as Republicans For a Republican Majority.

The complaint alleged DeLay oversaw the diversion of campaign contributions to these groups in violation of federal disclosure laws and put the Democratic Party at a disadvantage.

Gallant, who heads the Republican Majority Issues Committee, called the suit "an attack by party hacks against independent issues groups, and they're an attack on the First Amendment as well."

Rep. Tom Davis, R-Va., head of the National Republican Campaign Committee, said, "Unfortunately, they (Democrats) have brought the politics of personal destruction which they denounce down to the floor of the House."

Davis, whose committee is in charge of fund raising for Republican candidates, said Democrats also rely on tax-exempt

groups to finance "issue" commercials against Republicans. "They didn't cite the Sierra Club, did they?" he said. The Sierra Club, an environmental group, often criticizes Republican candidates.

Davis called the suit "pure and simple politics."

But Kennedy said the GOP had illegally exploited the loophole that permits tax-exempt organizations to use issues ads against candidates. "This is a serious charge," Kennedy said, adding that Democrats have no alternative to such fund raising. "This is too much of a damaging proposition."

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## Administration unveils plan for policing U.S.-China trade

By Merrill Goozner

Chicago Tribune

WASHINGTON Launching its final push to win permanent normal trading relations for the People's Republic of China, the Clinton administration on Wednesday unveiled an elaborate monitoring scheme for policing the U.S.-China trade accord that was negotiated last November.

Administration officials also have been emphasizing the strategic importance of maintaining friendly trade ties with China. At every public appearance this week, the administration's top national security and trade officials have claimed a negative vote on permanent normal trading relations will launch a new Cold War with China and jeopardize U.S. interests throughout Asia.

Defeat of the measure would lead to a "fundamental deterioration in our relationship with China," U.S. Trade Representative Charlene Barshefsky told the House Ways and Means Committee Wednesday. "China, seeing no rational economic reason for our decision, would begin seeing hostile intentions in our every move."

The administration realizes it must emphasize trade enforcement and national security if it is going to win over legislators who still are undecided on the trade vote. While Senate passage is virtually assured, observers say the administration is still 20 votes shy of a majority in the House vote that is scheduled for later this month.

Pro-labor Democrats are opposed to granting China permanent normal trading status because of its poor compliance with previous trade accords. They also fear that the \$70 billion trade deficit with China will worsen under the agreement and cost many trade unionists their jobs. In an election year, many Democrats in swing districts cannot afford to antagonize organized labor, which strongly opposes the measure.

Meanwhile, some Republican conservatives oppose friendlier relations with China because of its recent threats against Taiwan and the long-term threat it allegedly poses to U.S. national security. They also point to China's persecution of its religious minorities.

There are an estimated 30 legislators who are still undecided, including about 20 Democrats and 10 Republicans.

Permanent normal trading relations would put an end to the annual congressional review of China's human-rights and labor policies. It also would put in place the far-reaching trade accord negotiated last fall.

That agreement will lower trade barriers for U.S. businesses entering the 1.2-billion-person Chinese market. Assuming it reaches a similar accord with the European Union, China would be able to join the World Trade Organization whether Congress approves the measure or not.

U.S. companies fear they will lose the advantages contained in the accord and watch business go to their European and Japanese competitors. A coalition of business groups has launched a nationwide advertising campaign and a lobbying blitz to win approval for the accord.

However, critics charge that China has flagrantly violated previous trade agreements. China clearly has erected numerous informal barriers to entering its market; it has enacted a string of policies aimed at boosting domestic industries at the expense of foreign competitors; and it has widely flouted rules governing protection of intellectual property like compact discs and computer software.

At the House Ways and Means Committee meeting, Commerce Secretary William Daley laid out a five-point program for enforcing the dozens of market-opening provisions contained in the latest trade agreement between the two countries. For the first time, a special office headed by a deputy assistant secretary would be in

# Clinton starts 'school reform tour'

## President hits road to push education agenda

By Laurence McQuillan  
USA TODAY

OWENSBORO, Ky. — President Clinton kicked off his "school reform tour" Wednesday by visiting a small grade school in rural Kentucky that went from being one of the state's worst to one of its best.

Clinton plans to use the trip, which includes stops in Iowa, Minnesota and Ohio, to pressure the Republican-controlled Congress to embrace his education agenda.

"We know what works, and what you have done here will work in any community in the country," Clinton told teachers, students and parents at Audubon Elementary School, whose pupils come from mostly poor families.

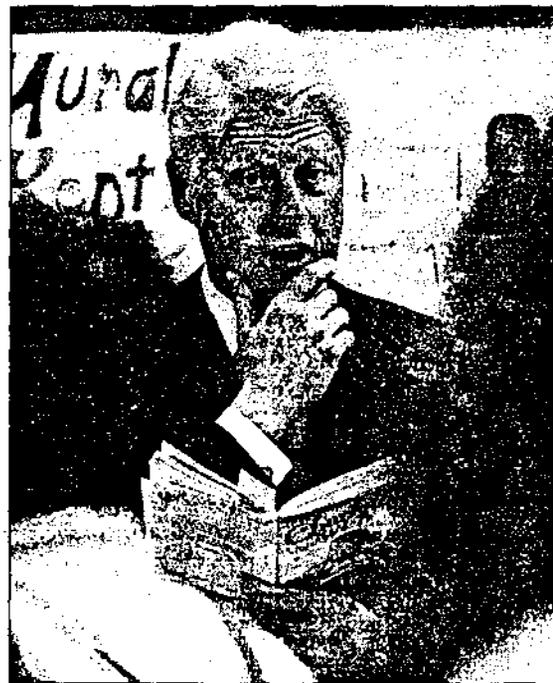
"Don't tell me all children can't learn," Clinton said. "Income is not destiny."

In Washington, the Senate is debating reauthorizing the Elementary and Secondary Education Act, which governs federal aid through 12th grade.

The act, which expires this year, sets conditions on how some \$20 billion in federal assistance may be spent. Republicans favor the use of block grants to allow state and local governments more freedom in how to spend the money. Democrats prefer earmarking the funds for specific things such as hiring more teachers and reducing classroom size.

Democrats, frustrated that their efforts to enact gun-control legislation have been blocked thus far, also are trying to add gun-related amendments into the Senate bill.

Stressing the need to overhaul schools that fail to provide students an adequate education, Clinton directed the Education Department to



By Stephen Jaffe, Agence France-Presse

**'Income is not destiny':** President Clinton reads during his stop at Audubon Elementary School in Owensboro, Ky.

monitor performance levels and identify low-performing schools.

"No school has to accept failure," Education Secretary Richard Riley said. "Every school can improve."

Audubon, which has 450 mostly poor students, has seen a dramatic increase in student performance since reform efforts were introduced eight years ago, when the school was ranked among the worst in Kentucky.

The students now rank second in the state in writing skills, and reading scores have risen from 5% proficiency in 1994 to 70% today. The overhauled curriculum includes piano lessons for every student and foreign language instruction.

Clinton, during an evening appearance at Central High School in Davenport, Iowa, urged Congress to pass his proposal for tax credits aimed at allowing states and localities to build or modernize some 6,000 schools.

"The students of this country and their families deserve it," he said at the school, built in 1907, which has antique wooden lockers.

Clinton speaks today in St. Paul, Minn., at City Academy, the nation's first charter school. He will participate in an online chat at 11 a.m. ET about school reform hosted by the Internet site ChannelOne.com, which serves schools around the country. City Academy, which has about 90 students, focuses on what it calls "alienated young adults."

His final stop will be at Eastgate Elementary School in Columbus, Ohio, where he will participate in a roundtable discussion. An audit of Columbus public schools last year criticized the district as having inadequate assessment tools and a "wide range of disparities" among its schools.

White House spokesman Joe Lockhart said the tour was "designed to draw attention to the need for Congress to act and generate public support." It's the first time Clinton has devoted two consecutive days to promoting his education agenda.

# First lady's ad stresses work for children

By Martha T. Moore  
USA TODAY

The first campaign-backed TV ad of Hillary Rodham Clinton's Senate race emphasizes her history of working on children's issues before her arrival in the White House.

The ad, by longtime Clinton media consultant Mandy Grunwald and New York City advertising agency DeVito/Verdi, begins running today throughout New York state.

**Ad watch** The television commercial is the first the Clinton campaign has run.

A radio ad ran in February. A TV ad that featured Clinton ran last year, but the state Democratic Committee paid for it.

### AD SCRIPT:

Backed by quiet piano music, the ad shows sepia-toned photographs of Clinton with children. Only one of these photos appears to have been taken during her Senate campaign. President Clinton and the White House are nowhere to be seen.

Narrator: "First, she became a lawyer, named one of the top 100 in America. Her first cause was children, fighting abuse and chairing the board of the Children's Defense Fund. Her first priority was public schools, helping to establish teacher testing.

"More than a first lady. For 30 years, she has fought for children and families. As New York's sena-

tor, she'll fight for better schools and health care for children. Hillary. Put her to work for all of us."



### ANALYSIS:

Clinton's formal announcement in February featured an 18-minute video about her life; it contained only one scene with the president. She has been trying to establish that she has a record on issues and a career apart from that of political spouse. The ad opens with mention of her training as a lawyer, a profession not always held in high esteem. Like many introductory candidate ads, this one maintains a positive tone. It doesn't mention Clinton's Republican opponent, New York Mayor Rudy Giu-

liani, or Arkansas, the state where Clinton did much of her legal work.

While generally light on specifics, the ad does refer to the Children's Defense Fund, a non-profit children's advocacy group, for which Clinton was a staff lawyer in the 1970s and later a board member. It also notes that she supported teacher testing; in Arkansas, she chaired an education standards committee that held hearings and won legislation that included a competency test for teachers. Since she announced her Senate bid, Clinton has called for testing of new teachers — New York does so — but she no longer favors testing teachers on the job. The New York state teachers union, which supports Clinton, opposes such testing.

ties in history. Nearly 7,000 Americans lost their lives in the 36-day fight; more than 18,000 were wounded. As for the island's Japanese defenders, all 22,000 were killed by U.S. Marines or by their own hands. But more than the bloody, churning waters, more than the stench of death, more than the screams of the dying and wounded, the public still remembers the iconic photograph that stirred hope and became the country's symbol of valor and victory.

In a new book titled *Flags of Our Fathers*, James Bradley, son of flag-raiser John "Doc" Bradley, with journalist Ron Powers, tells the inside story of the six flag-raisers

## Cover Story

whose heroic image — if not their identities — lives on every time busloads of tourists stop at the Iwo Jima Memorial near Arlington Cemetery in Virginia.

"A thousand years from now, it will be the only book about these guys, because my Dad didn't talk and my family would never talk to an outside author," the young Bradley says. "It needed a son to get the Bradley story, and the other families would not have cooperated with a non-member of the family."

### Unknown heroes

Three of the flag-raisers died on Iwo Jima before the grip of their celebrity took hold. Mike Strank, 25, of Franklin Borough, Pa., the Marine's Marine, idolized by his men, most likely died from friendly fire. He and Harlon Block, 20, a star high school football player from Rio Grande Valley, Texas, died just a week after the flag-raising, and Franklin Sousley, 19, the laughing, good ol' boy from Hilltop, Ky., died three weeks later.

The three surviving flag-raisers were treated as heroes when they got home. Author Bradley compares it to Beatlemania. They were hounded by the press, the public and memorabilia seekers for years. It was not until the dedication of the Iwo Jima Memorial in 1954 that the image of the flag-raisers as heroes began to fade and their roles as "anonymous representational figures" began to take hold.

The three survivors would wrestle with their role in the mythic flag-raising for the rest of their lives. They would, for the most part, remember the event as the least heroic of their moments on Iwo Jima, Bradley says. For despite the myth that the photo was staged — it wasn't — neither was the flag raised in a hailstorm of bullets and mortars as war correspondents reported. And it wasn't the first flag raised on the island.

John Bradley would carry the weight of the photo's notoriety longer than anyone, outsurviving Gagnon and Hayes by 15 years.

Like many veterans, Bradley never spoke about Iwo Jima. There was no photo of the flag-raising in the Bradley household, and according to John's wife, Betty, he told her about it only once in their 47 years of marriage.

Bradley's experiences might have gone to the grave had the family not found three boxes of papers after he died in 1994.

James Bradley then spent years interviewing family, friends and fighting buddies of the six men. His book is an emotional and gripping account of the madness, mayhem and the misery of Iwo Jima. Military historian Stephen Ambrose says Bradley has produced "the best battle book I've ever read."

### Untold stories

Artifacts can help us understand our history, and in Bradley's case they helped him draw closer to a side of his father he never really knew. A father so secretive that the boxes provided the family's first knowledge that Corpsman Doc Bradley was awarded the Navy Cross for bravery.

"I was stunned," says Bradley, "because this was a guy who wouldn't go out in the woods behind the cottage because bears might get him. He exhibited absolutely no aggressive tendencies."

But with the help of Iwo survivors, Bradley patched together this story of his father's award-winning valor: "My father sprinted through thirty yards of saturating crossfire — mortars and machine guns — to the wounded boy's side. As bullets winged and pinged around him, Doc found the Marine losing blood at a life-threatening rate. ... He tied a plasma bottle to the kid's rifle and jammed it bayonet-first into the ground. Then he moved his

own body between the boy and the sheets of gunfire. Then, his upper body still erect and fully exposed, he administered first aid."

Doc Bradley would perform countless acts of lifesaving valor during his weeks on Iwo Jima. He finally left the island after receiving shrapnel wounds to his legs. And even as his own wounds bled into the volcanic ash of Iwo, he continued to minister to his buddies.

"My breast didn't swell with pride," Bradley said in an interview, "because I understand they were all doing things like that. No one would have cooperated with me if I was out to show these guys were unusual heroes. What they represent is the best of America, but they were boys of common virtue."

That's what it says at the Iwo Jima Memorial — "Uncommon valor was a common virtue" — and it became the lifeblood of Bradley's book.

"What I came to understand about heroism is this," Bradley says. "Try to get (the veterans) to talk about themselves, and they dismiss it and say, 'I was doing my duty.' I thought this was a modest statement until I realized these

were good boys before the war, they were good boys (on the island), and then after the island they were good men in their community doing ordinary stuff, getting coffee for someone, opening the door for someone, smiling.

"My dad just did what he was trained to do; but under fire, when it's observed, it's called heroism."

It took Bradley six months to get one veteran to talk. The Iwo vet "cried into the telephone for 40 minutes and I could hardly see my screen I was crying so hard. And then at the end he said, 'That's all I'm going to say,' and the phone went click.

"And that's how it went. These guys don't talk."

### Uncommon valor

The flag-raising itself was a moment of history from the start.

On Feb. 23, just four days into the battle to take Iwo Jima from the Japanese, Marines climbed Mt. Suribachi, the island's highest point. Using a 100-pound length of pipe that was part of the Japanese army's rain drainage system, the American flag was hoisted into

place. It was the first American flag to fly on Japanese territory.

But Secretary of the Navy James Forrestal, down on the beach, ordered the flag taken down for posterity. An underling then ordered a bigger flag be placed at the top of Mt. Suribachi.

The second flag, the one in the photo, was taken off a ship sunk by the Japanese at Pearl Harbor. The replacement flag was carried up the cliffs by Gagnon. He and the five other flag-raisers, and photographer Joe Rosenthal, had nothing to do with the first flag.

When President Franklin Roosevelt ordered the survivors brought home as heroes, they encountered a spotlight they never expected, and hardly knew how to handle.

### Unwanted attention

Ira Hayes, a Pima Indian from the Gila Bend Indian Reservation in Arizona, would be tortured by alcoholism and more than 50 drunken and disorderly arrests. He died of alcohol poisoning at 32, 10 years after the photo was taken. It's James Bradley's opinion that Hayes suffered from severe post-traumatic stress syndrome and never received the medical help he needed.

Rene Gagnon died of a heart attack in 1979. He was 54. He had spent years bemoaning that his fame never brought him wealth and a prestigious job. He was a mill worker, airline clerk and finally, when he died, a janitor.

The Bradley children grew up knowing their father was in the photo but also not to talk about it. John told his son: "I want you to always remember something. The heroes of Iwo Jima are the guys who didn't come back."

The last survivor spent most of his life dogged for interviews, autographs and photos. His family was under strict orders to say he was off fishing in Canada.

In 1949, Republic Studios made a movie called *Sands of Iwo Jima* starring John Wayne. At the Marines' request, Bradley, Hayes and Gagnon made cameo appearances in the film, one of Bradley's rare, if grudging, nods to history.

Would the secretive John Bradley approve of this book and the new publicity it will bring?

"I think he would absolutely love it," says Bradley. "because it honors the guys. What my book does is focus the spotlight on the Chuck Robersons and Tex Stantons (even lesser-known veterans of Iwo Jima).

"I'm doing everything I can to get reporters into the living room of Tex Stanton, who hasn't had legs for 55 years."

3/2

April 25, 2000

MEMORANDUM FOR THE CHIEF OF STAFF

FROM: Bruce Reed  
Eric Liu  
Andrew Rotherham

SUBJECT: School Reform Tour Sites

Here is some brief information on the four schools we plan to visit during the President's School Reform Tour next week. All have been vetted by the Department of Education, and we have spoken with officials at each school. Because we want to advance this information to the press tomorrow, we'd like to get your final sign-off on this list today.

**1. Audubon Elementary**

Owensboro, Kentucky

Message: Accountability and Standards

This K-5 school has 450 students, 64 percent of whom qualify for free and reduced price lunch. The school is 85 percent white and 15 percent non-white. Audubon, a formerly low-performing school, was recognized as a National Title I Distinguished School in 1998-1999. The school now ranks 18<sup>th</sup> in the state for student performance. The school has improved from 12 percent to 57 percent of students identified as distinguished or proficient in writing (now second in the state); from 5 to 70 percent in reading; and 0 to 64 percent in science. It has a teacher hired through the President's class size reduction initiative (she is referred to locally as the "Clinton Teacher") and class sizes that range from 15-22. This school is an excellent showcase of how high standards, accountability, and investment can turn around low-performing schools. It also helps debunk the notion that high-poverty schools cannot be high-performing schools.

**2. Central High School**

Davenport, Iowa

Message: School Construction

Central High School, built in 1904, is the oldest school in Davenport. Davenport is currently undertaking a comprehensive renovation of their high schools and Central High School is the last school to begin this process. The planned renovation at Central includes an expansion of the media center, expansion of classrooms, upgrading the science lab, upgrading the electrical, communication, and ventilation systems, and upgrading their physical education facilities. Because Central is almost 100 years old and

appears old to the casual observer, it is an excellent location to highlight the President's school modernization proposal. Surveys show that with regard to school renovation, ventilation/air quality and technology are two issues that particularly concern parents. Central has 1439 students, 33 percent of whom receive free and reduced-price lunch. 29 percent of the students are minorities. Test scores are average and a high percentage of students go on to further studies upon graduation.

### **3. City Academy**

St. Paul, Minnesota

Message: Charter Schools

City Academy is the nation's first charter school and was the only charter school in operation when the President was first elected to office. Established in 1992, the school was created for at-risk high school age students who can thrive in a small learning community and need extra support. To be admitted to City Academy, a student must not be attending school anywhere else. City Academy serves approximately 100 high school students and is diverse demographically. Because May 1-5 is National Charter Schools Week, the President's presence at this school will reinforce the Administration's leadership on this key tool for school reform.

### **4. Eastgate Elementary School**

Columbus, Ohio

Message: Teachers, Teacher Quality

Eastgate is an elementary school in the process of turning itself around. There are approximately 200 students at this school, all of whom wear uniforms. Ninety-eight percent are African-American and 78 percent qualify for free and reduced-priced lunch. Although this school still needs improvement, it has substantially increased test scores during the past year. The school has hired two teachers through our class size reduction initiative. In addition, four of the school's teachers are participating in the Columbus Public Schools' Peer Review program, which the President will highlight. The Ohio Civil Rights Commission tutors at the school weekly in math and science and Lucent donated a computer lab, so we can highlight partnerships with outside groups as well.

THE WHITE HOUSE

WASHINGTON

April 11, 2000

MEMORANDUM FOR THE PRESIDENT

FROM: Bruce Reed  
Eric Liu  
Andrew Rotherham

SUBJECT: Education Tour

As you know, we are planning an education tour May 3-4 to highlight your agenda of teacher quality, accountability, investment, and standards-based reform. You can announce this tour this Friday in your speech to the Education Writers Association in Atlanta. This memo describes four events that we recommend for the tour to frame the success of your "demand more, invest more" agenda. For each event, we also are developing policy announcements. That same week, the Education Department has planned a small event to commemorate its 20<sup>th</sup> anniversary. That will help underscore our progress since defeating the Republican effort to eliminate the Department just five years ago.

**Wednesday, May 3 – Teacher Quality and Failing Schools**

**1. Teacher Quality – Columbus, Ohio.** The first event would highlight teacher quality in Columbus, where the local teachers union and the school district have developed an exceptional teacher peer review program. The program provides mandatory mentoring for all newly hired teachers, even those with previous experience, and intervention to help struggling teachers and remove low-performing ones. The program has been in place 12 years and is considered a national model. In addition, Columbus is an excellent place to underscore a number of your top education priorities. The Columbus schools have reduced class size in the early grades, targeted low-performing schools, and recently decided to end social promotion.

As news for this event, we have asked the Education Department to prepare a study of state budget surpluses and teacher salaries to underscore your call for paying teachers more while demanding more from them.

**2. Failing Schools – Kentucky.** The second event on May 3 would be at a high-poverty, high-performing school in Kentucky. Under Governor Patton, Kentucky has implemented standards, invested in low-performing schools and now has high-poverty schools that rank among the best performing schools in the state. (In 1998, 5 of the 20 highest performing elementary schools in reading were high-poverty schools, as were 6 of the top 20 in math, and 13 of the top 20 in writing.) A number of turned-around schools in Kentucky also have made strong progress the past few years.

This part of the tour would underscore that poverty need not be destiny in academic achievement and that high-poverty schools can and should be high-performing schools. North Carolina and Texas get all the attention on standards and accountability; highlighting Kentucky would put another success story on the map.

We are working with Political Affairs on the right site for this visit in Lexington, Louisville, or a rural area. The possibilities include Leestown Middle School in Lexington, which last year dramatically improved its math scores to reach the average; Iroquois High in Louisville, which has doubled its reading and math scores in the past year, although it still remains below the state average; Summer Shade Elementary in Summer Shade, which doubled its reading scores in one year and is now 17 points above the state average; and Sparksville Elementary in Columbia, which increased reading scores 40 points in one year and is now almost 30 points above the average.

For this event, we are preparing an Executive Order directing the Department of Education to report on the number of low-performing schools in the country and what specifically states and school districts are doing with the resources from your Accountability Fund to assist them. This EO would also direct the Office of Educational Research and Improvement to increase its focus on researching and disseminating effective strategies to fix failing schools and authorize the Secretary to redirect resources to more effectively help states and localities fix failing schools.

#### **Thursday, May 4 – Charter Schools and School Construction**

**1. St. Paul, Minnesota – Charter Schools.** On May 4, we would first visit the City Academy charter school in St. Paul, Minnesota, the first-ever charter school in the country. By visiting it we will highlight both your leadership on charter schools and the phenomenal growth of charter schools during your term. (Coincidentally, May 1-5 is National Charter Schools week.) City Academy serves approximately 100 high school students in a community center and is credited with helping many at-risk students who were failing in their previous school achieve success. For this event, we are working with Channel One to arrange a website chat with several other charter schools around the country.

The other news for this event would be an Executive Memorandum directing the Department of Education to develop and release guidelines for faith-based institutions and leaders in faith communities who wish to open or operate charter schools. These guidelines would reaffirm that charter schools must be non-sectarian but underscore that in order to increase the supply of high quality educational options for disadvantaged students, all sectors of society must be engaged and that faith-based organizations can help strengthen public education in many communities.

**2. Quad Cities, Iowa/Illinois – School Construction.** We would conclude the tour in the Quad Cities area on the border to highlight school construction and after-school programs. This would further frame your "invest more, demand more" message. Like many communities, schools in the Quad Cities area are experiencing problems with deferred maintenance and growth, and support federal assistance such as your School Modernization initiative to help them address these issues. In addition, as you know, Senator Harkin has been a key supporter of school construction and so an event on the Iowa side of the river would serve to highlight his efforts. A visit late in the day to

such an after-school program would highlight another one of your signature initiatives. We have several reports and announcements that could serve as deliverables at this event.

As with other tours, we will invite a few key national leaders to join you. Our list of possible invitees includes Secretary Riley, Senator Kennedy, and possibly Senator Lieberman, Bob Chase, Sandy Feldman, Al From and/or Will Marshall, Hugh Price, Lou Gerstner, and Bob Schwartz of ACHIEVE. Let us know if you have other suggestions.

Educ-  
Educ Tour

April 6, 2000

MEMORANDUM FOR THE PRESIDENT

FROM: Bruce Reed  
Eric Liu  
Andrew Rotherham

SUBJECT: Education Tour

As you know, we are planning an education tour May 3 and 4, during which you will visit schools around the country and highlight your agenda of teacher quality, accountability, and standards-based reform. You will announce this tour in your remarks on Friday the 14<sup>th</sup> to the Education Writers Association in Atlanta. This memo describes four events that we recommend for the tour to frame the success of your agenda. For each event, we are also developing policy deliverables or newsworthy announcements. That same week, the Education Department has planned a small event to commemorate its 20<sup>th</sup> anniversary. That will help underscore our progress since defeating the Republican effort to eliminate the Department just five years ago.

May 3

The first event on May 3 would be in Columbus, Ohio to highlight teacher quality. The local teachers union there and the school district have developed an exceptional teacher peer review program. The program has a mandatory mentoring component to help all newly hired teachers, even those with previous experience. There is also an intervention component to help struggling teachers and remove low-performing teachers. The program has been in place 12 years and is considered a national model. In addition, Columbus is an excellent place to underscore a number of your top education priorities: raising teacher quality, teaching all children to read independently by the end of third grade, ending social promotion, turning around failing schools, and reducing class size. The Columbus schools have implemented several of your initiatives in a concerted effort to raise standards and fix their lowest performing schools.

The deliverable for this event is a study of state budget surpluses and teacher salaries to highlight your call for paying teachers more while demanding more from them.

The second event on May 3 would be at a high-poverty, high-performing school in Kentucky. Kentucky has implemented standards, invested in low-performing schools and now has high-poverty schools that rank among the best performing schools in the state. For example, on the state's KIRIS exam in 1998, 5 of the 20 highest performing

elementary schools in reading were high-poverty schools, as were 6 of the 20 highest performing elementary schools in mathematics, and 13 of the 20 highest performing elementary schools in writing. There are also a number of turned-around schools in Kentucky that have made strong progress the past few years.

This part of the tour would underscore that poverty need not be destiny in academic achievement and that high-poverty schools can and should be high-performing schools. Kentucky has set high standards and invested in its schools and the results are impressive. Also, we generally cite North Carolina or Texas on standards and accountability; citing Kentucky would help keep this message fresh and highlight the work of Governor Patton.

We are working with Political Affairs on sites for this visit including urban schools in Lexington and Louisville and more rural schools. These schools include Leestown Middle School in Lexington which last year improved their math scores in one year 12 points to put them at the state average; Iroquois High in Louisville which has doubled its reading and math scores in the past year although it still remains below the state average; Summer Shade Elementary in Summer Shade which doubled its reading scores in one-year and is now 17 points above the state average; and Sparksville Elementary in Columbia which increased its reading scores from 53.7 to 91.7 in one year and is now almost 30 points above the state average.

The deliverable we are considering for this event is an Executive Order from you directing the Department of Education to report on the number of low-performing schools in the country and what specifically states and school districts are doing with the resources from your Accountability Fund to assist them. This EO would also direct the Office of Educational Research and Improvement to increase its focus on researching and disseminating effective strategies to fix failing schools and authorize the Secretary to redirect at his discretion departmental resources to more effectively help states and localities fix failing schools.

#### May 4

On May 4, we would first visit the City Academy charter school in St. Paul, Minnesota. City Academy was the first-ever charter school in the country. By visiting it we will highlight both your leadership on charter schools and the phenomenal growth of charter schools during your term and your record on accountability. City Academy serves approximately 100 high school students in a community center and is credited with helping many at-risk students who were failing in their previous school achieve success. Coincidentally, May 1-5 is National Charter Schools week so your presence at this school would be extremely timely.

The policy deliverable at this event would be an Executive Memorandum from you asking the Department of Education to develop and release guidelines for faith-based institutions and leaders in faith communities who wish to open or operate charter schools. These guidelines would reaffirm that charter schools must be non-secular but also illustrate that

in order to increase the supply of high quality educational options for disadvantaged students all sectors of society must be engaged and that on this issue faith based organizations can play a positive role in many communities.

At City Academy we also plan to set up an online chat session for you with charter schools around that country so that students and teachers at the schools can interact with you and have a discussion about charter schools and education reform.

After this visit we would conclude the tour in Las Vegas, Nevada, at the Clark County Public Schools to highlight school construction and after-school programs. This would further frame your "invest more, demand more" message. Clark County is a suburban district that has experienced phenomenal growth in recent years. An event there would demonstrate that school modernization and construction are not just urban issues but affect all communities. Clark County Public Schools have an enrollment of more than 200,000 students and the district has nearly doubled in size in the last decade. It is now the nation's 9th largest school system. In this suburban community there are also many families in which both parents work, creating a need for constructive after-school programs. A visit late in the day to such an after-school program would highlight another one of your signature initiatives.

We have several reports and announcements that could serve as deliverables at this event.

**WHITE HOUSE ANNOUNCES SITES FOR PRESIDENT CLINTON'S SCHOOL REFORM TOUR**

April 26, 2000

The White House is announcing today that President Clinton will visit schools in four cities during his School Reform Tour May 3 and 4. The President will travel to schools – in Owensboro, Kentucky; Davenport, Iowa; St. Paul, Minnesota; and Columbus, Ohio to show what works to close the achievement gap: higher standards, targeted investment, and accountability for results. The visits on the tour will underscore the importance of turning around low-performing schools, supporting charter schools, boosting teacher quality and funding school construction. Throughout the tour, the President will call on Congress to pass an education budget and an education accountability bill to invest more in our nation's schools and demand more from them.

**Owensboro, Kentucky.** The President will visit the Daviess County School District in Owensboro, Kentucky, to highlight his plan to turn around low-performing schools. Under Governor Paul Patton, Kentucky has been a leader on standards-based reform and has successfully intervened to improve many of its low-performing schools through strategies that include extended learning opportunities, a literacy initiative and professional development for teachers. Now, some of the highest-performing schools in Kentucky are high-poverty schools that were once low-performing. The President will call on Congress to support his \$250 million Education Accountability Fund, which provides resources to help states and localities turn around failing schools.

**Davenport, Iowa.** The President will visit the Davenport School District in the Quad Cities area to reaffirm his challenge to Congress to enact his school construction proposal. Davenport is currently modernizing several of its schools, and the President will call on Congress to help communities address the school infrastructure crisis created by rising enrollments and aging buildings. The President has sent a plan to Congress that would provide tax credits to states and localities to build and modernize 6,000 schools nationwide. In addition, the President's budget includes an emergency school construction initiative that would provide funds to states and school districts for emergency repairs on 5,000 schools a year.

**St. Paul, Minnesota.** Minnesota passed the first charter school law in the country, and President Clinton will visit the state to highlight the success of the charter school movement. When the President was first elected the nation's only charter school was in Minnesota; today, there are more than 1,700 nationwide, and thirty-six states and the District of Columbia have passed charter school laws. Since 1994, the federal government has invested almost \$400 million in charter schools and the President's budget this year provides an additional \$175 million to help reach the President's goal of 3,000 charter schools by 2002. Charter schools are public schools that are granted some freedom from regulations governing other public schools in exchange for a commitment to meet or exceed a state's academic standards.

**Columbus, Ohio.** During his visit to Columbus, the President will focus on the issue of teacher quality and the central role that teachers must play in school reform. The Columbus Public Schools have led the way in raising standards for teachers: the district's Peer Assistance Review program offers mentors for new teachers and helps struggling teachers improve or leave the profession. The President will also underscore his agenda of investing in proven strategies such as reducing class size, expanding after-school and summer school programs, and raising standards for all students. The Columbus Public Schools are using these strategies to boost student achievement in their lowest-performing schools. The President's budget includes a \$1 billion Teaching to High Standards Initiative that would support high quality professional development for teachers – including the type of peer review program that the Columbus schools have pioneered. His education accountability bill would require teachers in every state to know the subjects they teach.



ABOARD AIR FORCE ONE

- EMPHASIS ON LOW-PERF

KY 175 → 159  
76 98

- OWENS BORO

- E.O. → WE'RE NOT WAITING FOR CONGRESS TO ACT

① Annual report

② Send teams into up to 15 states

- We want to strengthen laws, but we're also going to enforce laws in locales

- TAKING CARE TO THE COUNTRY

- MESSAGE FOR CONGRESS AS SENATE BEGINS

INVEST MORE, DEMAND MORE Invest. Meet.

① REP'S BUDGET WEAKENED

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**PRESIDENT CLINTON VISITS KENTUCKY TO TOUT ACCOUNTABILITY  
STRATEGY FOR TURNING AROUND LOW-PERFORMING SCHOOLS**

May 3, 2000

Today, in Owensboro, Kentucky, President Clinton will visit Audubon Elementary School to kick off his School Reform Tour and to highlight the Clinton-Gore agenda of investing more in our schools and demanding more from them. Audubon Elementary School is an award-winning school in the Daviess County School District. Although two-thirds of its students are in poverty, Audubon ranks 18<sup>th</sup> in the state in student achievement. The President will highlight Audubon to illustrate how an agenda of high standards, real accountability, and proven investments can raise student achievement and turn around failing schools across the country. In a speech to Kentucky educators and policymakers, the President will announce that he is directing the U.S. Department of Education to take new executive actions that will help states and localities turn around failing schools. The President will also call on Congress to enact his \$250 million Education Accountability Fund, to help communities turn around failing schools or shut them down. And citing the success of Audubon and other schools in Kentucky, he will remind Americans that with the right tools and expectations, every child can learn.

**PRESIDENT SIGNS EXECUTIVE ORDER ON TURNING AROUND FAILING SCHOOLS.** The President will announce he is signing an Executive Order that directs the Department of Education to compile and publish key data on low-performing schools across the country, and to help states fix those schools. The Order directs Secretary of Education Richard Riley to: 1) help states and districts turn around low-performing schools, by providing technical assistance and disseminating research; 2) make federal education programs more responsive to low-performing schools; 3) submit an annual education accountability report that identifies trends in low-performing schools, the resources they are receiving to turn themselves around, and what strategies are most effective; and 4) send teams of monitors into up to 15 states each year to make sure states are complying with accountability requirements and help them get results.

**PRESIDENT HIGHLIGHTS KENTUCKY'S ACCOUNTABILITY STRATEGY AND REFORM RESULTS.** Speaking ten years after Kentucky's landmark education reform legislation was passed, President Clinton today will praise the state for its leadership in standards-based reform and accountability. Kentucky has successfully intervened to improve many of its low-performing schools, by providing critical resources to offer extended learning, teacher training, expanded technology and literacy initiatives. After having been identified as performing below expectations on state assessments, Audubon Elementary today ranks 18<sup>th</sup> statewide in student performance among elementary schools. Since 1994, even with two-thirds of its students in poverty, Audubon has boosted the percentage of students scoring at a level of "proficient" and "distinguished" on state assessments from 12 percent to 57 percent in writing; 5 percent to 70 percent in reading; and 0 percent to 64 percent in science. All across Kentucky, some of the highest performing schools are former low-performing and high-poverty schools.

**AN AGENDA OF STANDARDS, ACCOUNTABILITY AND INVESTMENT.** Since taking office, President Clinton and Vice President Gore have made accountability and investment in

proven strategies the core of their education reform agenda. In 1994, the President made standards a core part of federal education policy, through Goals 2000 and the Elementary and Secondary Education Act. Since the President took office in 1992, the federal investment in elementary and secondary education has nearly doubled. Last year, the President also proposed and Congress enacted a \$134 million Accountability Fund, which provides funds to states and school districts to turn around failing schools and gives students in a failing school the right to choose a higher-performing public school. Today, the President will call on Congress to send him a true reform bill that includes the education accountability measures he has proposed – require states and school districts to turn around failing schools or shut them down, make sure teachers know the subject they're teaching, end social promotion by giving students the help they need to meet high standards, adopt sound, fair discipline codes, and give parents school report cards. He will also call on Congress to pass an education budget that invests in reducing class size, strengthening teacher quality, expanding after school and summer school, repairing and modernizing schools and other key priorities. Only by investing more and demanding more, the President will point out, can we make school reform work for all our students.



President Clinton will visit schools in four cities during his School Reform Tour May 3 and 4, carrying his education reform message to Audubon Elementary in Owensboro, Kentucky; Central High School in Davenport, Iowa; City Academy in St. Paul, Minnesota; and Eastgate Elementary in Columbus, Ohio. These schools have pursued effective strategies to close the achievement gap and improve all schools, such as setting higher standards, making targeted investment, and holding schools accountable for results. Throughout the tour, the President will call on Congress to pass an education budget and an education accountability bill to invest more in our nation's schools and demand more from them:

**Audubon Elementary: Reaping the Results of High Standards and Accountability.** Audubon Elementary in Owensboro, Kentucky is a formerly low-performing school that has turned itself around and was recognized as a National Title I Distinguished School in 1998-1999. This 450-student high-poverty school now ranks 18<sup>th</sup> in the state for student performance. The school ranks second in the state in writing, with the percent of students identified as distinguished or proficient in writing going from 12 percent to 57 percent since 1994. Scores have also increased from five percent to 70 percent in reading, and from zero percent to 64 percent in science. In part because of new teachers hired with funding from President Clinton's class size reduction initiative, class sizes now range from 15 to 22. Under Governor Patton, Kentucky has implemented standards, invested in low-performing schools and now has high-poverty schools that rank among the best performing schools in the state. In 1998, 5 of the 20 highest performing elementary schools in reading were high-poverty schools, as were 6 of the top 20 in math, and 13 of the top 20 in writing. This school is an excellent showcase of how high standards, accountability, and investment can turn around low-performing schools, and how high poverty does not have to relegate children to low achievement. While at Audubon Elementary, President Clinton will urge Congress to pass an Elementary and Secondary Education Act that will hold all states and districts accountable for doing what Kentucky has done, by turning around failing schools and helping all students succeed.

**Central High School: Investing in Facilities to Support Student Achievement.** Built in 1907, Central High School is the oldest school in Davenport, Iowa, with antique wooden lockers and outdated facilities. Davenport is currently undertaking a comprehensive renovation of their high schools and Central High School is the last to begin this process. The planned renovation at Central includes an expansion of the media center, expansion of classrooms, upgrading of the science lab, and upgrading of the electrical, communication, and ventilation systems. At Central High, President Clinton will call on Congress to help communities address the school infrastructure crisis created by rising enrollments and aging buildings. The President has sent a plan to Congress that would provide tax credits to states and localities to build and modernize 6,000 schools nationwide. In addition, the President's budget includes an emergency school construction initiative that would provide funds to states and school districts for emergency repairs on 5,000 schools a year. Central has 1439 students, 33 percent of whom receive free and reduced-price lunch, 29 percent of whom are minorities.

**City Academy: Charter Schools Making a Difference in Children's Lives.** President Clinton will celebrate National Charter Schools Week by visiting City Academy, the nation's first charter school. Established in 1992, the school was created for at-risk high school age students who can thrive in a small learning community and need extra support. City Academy serves approximately 100 demographically diverse students. While at City Academy the President will discuss the future of the charter movement and participate in an online webside chat with high school students from around the country. When the President was first elected, City Academy was the nation's only charter school; today, there are more than 1,700 nationwide, and thirty-six states and the District of Columbia have passed charter school laws. Since 1994, the federal government has invested almost \$400 million in charter schools and the President's budget this year provides an additional \$175 million to help

reach the President's goal of 3,000 charter schools by 2002. Charter schools are public schools that are granted some freedom from regulations governing other public schools in exchange for a commitment to meet or exceed a state's academic standards.

**Eastgate Elementary School: Helping All Students Succeed.** Eastgate is an elementary school in the process of turning itself around. Eastgate has substantially increased test scores during the past year. The school has hired two teachers through President Clinton's class size reduction initiative, and four of the school's teachers are participating in the Columbus Public Schools' innovative Peer Assistance Review program, which offers mentors for new teachers and helps struggling teachers improve or leave the profession. The President will take part in a roundtable discussion of school reform. The Columbus Public Schools are using proven strategies of reducing class size, expanding after-school and summer school, and raising standards to boost student achievement in their lowest-performing schools. Eastgate Elementary has approximately 200 students, all of whom wear school uniforms.

**PRESIDENT CLINTON VISITS IOWA SCHOOL TO ENCOURAGE COMMITMENT  
TO MODERNIZE AMERICA'S SCHOOLS**

May 3, 2000

**Today, President Clinton will visit Central High School in Davenport, Iowa to draw national attention to the imperative of modernizing America's aging and overcrowded schools.**

Specifically, he will highlight his commitment to help states and localities build and modernize 6,000 schools nationwide and conduct emergency repairs on 5,000 schools annually, and he will release a new Education Department guide for communities facing school construction challenges. Built in 1907, Central High is one of several schools that the Davenport School District plans to renovate to accommodate new technology, upgrade facilities, and ensure a good learning environment for students. The President will point out that the tough accountability measures he has called for as part of his reform agenda cannot have force unless we also invest in our students and schools to help them reach high standards. The President will call on Congress to pass a budget that includes his school construction proposals and helps communities like Davenport address the infrastructure crisis created by rising enrollment and aging buildings. In Davenport, which is the second stop in his School Reform Tour, the President will emphasize that as we demand more from our schools we must also invest more in them.

**PRESIDENT CLINTON RELEASES NEW COMMUNITY RESOURCE GUIDE ON SCHOOL DESIGN.** The President today will release a new report from the U.S. Department of Education, "Schools as Centers of Community: A Citizen's Guide For Planning and Design." The report serves as a resource for educators, planners and community members to meet the challenge of providing effective educational facilities. It highlights methods of providing safe, up-to-date learning environments. The report includes a planning guide for local communities and examples of innovative school designs around the country. The President will note that replacing, repairing and updating school facilities is an ongoing need that requires commitment from government at all levels.

**THE NEED FOR SCHOOL RENOVATION AND CONSTRUCTION IS A NATIONAL PRIORITY.** A report last year by the National Center for Education Statistics pointed out that school buildings begin rapid deterioration after 40 years – and that the average public school in America is 42 years old. Moreover, rising student enrollment means that communities around the country have to build an additional 2,400 schools by 2003. A 1996 report by the U.S. General Accounting Office (GAO) estimated the cost of bringing America's schools into overall good condition to be at least \$112 billion. Today, the National Education Association will release a report that puts that cost at \$322 billion, more than double the GAO figure from just four years ago. Clearly, the President will note, school modernization is a national priority that demands a national response.

**PRESIDENT CLINTON CALLS ON AMERICA TO HONOR ITS COMMITMENT TO OUR NATION'S SCHOOLS.** The President has sent a plan to Congress that would provide \$24.8 billion in tax credits to states and local districts to build and modernize 6,000 schools nationwide. In addition, the President's budget includes an emergency school construction initiative that would provide \$1.3 billion to states and school districts for emergency repairs on 5,000 schools a year. Today, the President will call again on Congress to enact this plan and give America's schoolchildren the resources and facilities they need to meet high standards.

Draft 5/3/00 12:30 a.m.  
Glastris

**PRESIDENT WILLIAM J. CLINTON**  
**REMARKS ON TURNING AROUND FAILING SCHOOLS**  
**AUDUBON ELEMENTARY SCHOOL**  
**OWENSBORO, KENTUCKY**  
May 3, 2000

Acknowledgments: Gov. Patton; Former Sen. Wendell Ford (born in Owensboro community of Yellow Creek); Lt. Gov. Steve Henry (mother Wanda a 25-year veteran of Daviess—pronounce *Davis*-- County school system)

It is a delight to be here today. I'm told that I am the first sitting President to visit Owensboro since Harry Truman. President Truman always did have good taste. I know you that a terrible tornado came through here in January. We tried to do our part in Washington to help. But while the physical scars are still evident, I can see that the spirit of this community remains strong. Even your wonderful Panthers bounced back, and almost won the championship again this year.

Flying in today from Louisville by helicopter, over the farms and wooded hills of this beautiful state, I got a view of Kentucky that few Kentuckians have the privilege of seeing—and if you do get the chance I highly recommend it. On the ground here in Owensboro, I've been given a view of school reform that few Americans have ever seen. And so I am here today, on the first stop of a two-day school reform tour, because I want the American people to understand that there are places in this country that have met one of our nation's most perplexing challenges: how to bring educational excellence to public schools, even in the most economically disadvantaged communities. Now, it's time to bring the reforms we know work to every low-performing school in America.

I'm here in Kentucky this morning to show how an entire state can identify and turn around its low-performing schools with high standards, accountability, and investments to help schools meet those standards. Later today, I'll be in Davenport, Iowa, to highlight the importance of having modern school buildings for our children. Tomorrow, I'll visit the nation's first charter school in St. Paul, Minnesota, where the public schools are thriving with more competition and accountability. I'll finish up tomorrow in Columbus, Ohio, where the schools are doing everything right, including raising teacher quality--and getting good results in the classroom.

Ever since Sec. Riley and I were young governors 20 years ago, we've been wrestling with the challenge of how to improve education, especially in disadvantaged communities. It's a challenge governors are still working on. Just today, Gov. Carper of Delaware is signing landmark school accountability legislation in his state. It's a challenge Gov. Patton has been

working on it ever since he was a member of the Prichard Committee for Academic Excellence in the 1980s. I remember talking to him about Kentucky's education reform experiment in 1992 when he was Lt. Governor and I was running for President. So I've been keenly aware of Kentucky's efforts, and for those who are less familiar, let me summarize them.

First, beginning in 1990, you set high standards for what all Kentucky school children should know. Second, you identified the schools where year after year students failed to learn enough to meet those standards. Third, you held these schools accountable for turning themselves around, with real consequences for failure, from dismissing principals and teachers to allowing parents to transfer their children into higher-performing public schools. And fourth, you provided the investment necessary to help these schools turn around, from more teacher training to high-quality preschool, afterschool and summer school for students.

The results have been nothing short of extraordinary. The vast majority of the dozens of schools identified by the state as low-performing have improved—and some, like Audubon, have improved dramatically. You went from 12 percent of your students meeting or exceeding the state standard on writing tests to 57 percent meeting or exceeding the standard. From 5 percent meeting or exceeding the state reading standard to 70 percent; and from zero students meeting or exceeding the state standards in science to 64 percent. Audubon is now the 18th best-performing elementary school in the state, despite the fact that two-thirds of your students qualify for free and reduced-price school lunch. In fact, throughout the state, 10 of the top 20 best-performing elementary schools in science are schools where half the students are eligible for free and reduced-price school lunch. You've proven, beyond a doubt, that poverty need not be destiny—that all our children are capable of learning at high standards in the public schools.

I believe that turning around failing schools should be one of our great national missions of the 21st Century. The moment is right. America is at a point unparalleled prosperity and national self-confidence. We have the largest, most diverse group of students in our public schools in history. We have an economy in which education has become the indispensable key to success in life. And after 20 years of intense experimentation with school reform—on the local, state, and national level—we now have overwhelming evidence about what works to turn around low-performing schools. Setting high standards. Demanding accountability. And providing the extra help for children to meet those high standards. In short, investing more in our schools, and demanding more of our schools.

This is the strategy Vice President Gore and I have followed for seven years.

Since 1993, we've cut hundreds of federal programs in order to reduce the deficit and improve the economy. Yet we've also nearly doubled investment in education and training. We've required states to set academic standards for what their students should know, and also provided more resources to help states create and implement higher standards. We're reducing class sizes in the early grades with the help of 100,000 new, highly-trained teachers—and I'm delighted that Audubon has used some of that money to hire a new teacher, Crystal Davidson. I'm especially delighted that you refer to her as the "Clinton teacher."

When I became President, there was only one independent public charter school in the whole nation: City Academy in St. Paul, Minnesota, which I'll be visiting tomorrow. Today, with the help of federal investment, there are over 1700 charter schools, and we are well on our way to meeting our goal of 3000.

With the help of Vice President Gore's E-rate program, we now have nearly three-quarters of all classrooms in America connected to the Internet, up from only 3 percent in 1993. We'll probably reach 100 percent by the end of the year, with one major exception: those schools that are literally too old and dilapidated to be wired for the Internet. Later today in Davenport, Iowa I'll be talking about the need to modernize our school building.

Our strategy of investing more and demanding more is producing real results. Math and reading scores are rising across the country, with some of the greatest gains in some of the most disadvantaged communities. Last year, for the first time in history, the high school graduation rate for African American students was the same as the graduation rate for white students. Today, 67 percent of all high school graduates now go on to college, up 10 percent since 1993. We've made that possible with the largest expansion of college opportunity since the GI bill, including the creation of our HOPE scholarship tax credits, education IRAs, more-affordable student loans, and more Pell Grants. And it's worth noting that scores on college entrance exams are rising even as more students from disadvantaged backgrounds are taking the test.

We have proven that we know how to lift the educational attainment of our most disadvantaged students. Yet there are still thousands of schools that fail to give children the education they need to enter the mainstream of American prosperity. To turn those schools around, we need what the Vice President has called a revolution in education—a revolution governed by the strategy that has brought us to this point—of investing more, and demanding more.

That is why I have sent Congress an Education Accountability Act, to fundamentally change the way the federal government invests in our schools -- to support more of what we know works, and to stop supporting what we know does not work. It would require all states that accept federal money to do what Kentucky has done. Identifying low-performing schools, and investing in turning them around. Ending social promotion, but investing in afterschool, summer school, and reading tutors for children who need it. Putting reasonable discipline codes in every school, and a qualified teachers in every classroom. Empowering parents with report cards on the performance of every school.

I have also asked Congress to double the investment we made last fall in my Education Accountability Fund, to turn around low-performing schools, or shut them down. School districts can use this money to make the kind of sweeping systematic changes that have been proven so effective here in Kentucky.

But if, for whatever reason, a school doesn't turn around, my Education Accountability Fund can be used to allow parents to transfer their students out of these failing schools and into better-performing public schools, including charter schools.

**To make this accountability strategy work nationwide, we must have the courage to do what Kentucky has done. We must identify those schools that are failing their students. Only then can we help them turn around. And so today, I am pleased to announce that I am directing Secretary Riley to provide me with an annual failing schools report. This report will tell us, for the first time, how many of our nation's public schools are failing, in which states they are located, and what each state is doing to turn them around.**

**Second, even as we press Congress to strengthen our accountability laws, we must ensure that states fulfill their accountability obligations under existing law. Therefore, I am directing the Secretary to send teams to states to make sure that the states are meeting their responsibilities to turn around low-performing schools. These teams will work with states to apply successful reform strategies and identify federal resources, such as afterschool grants, which they can use to turn these schools around.**

The actions I am taking today will help us to spread the lesson we have learned during the last seven years to every state and every school district in America: in education, investment without accountability is a waste of money; accountability without investment is a waste of effort. Neither will work without the other. If we want our students to learn more, we need both.

Ten years ago, when things looked pretty grim for our public schools, Al Shanker, the late, great head of the American Federation of Teachers, said something wise to his fellow teachers. He said that we have to be willing to tell the American people the bad news about our public schools, so that when the schools begin to turn around and we have good news to report, they'll believe us. Well, today, here in Kentucky, and across America, there is good news to report about our schools. I think the American people will not only believe us, but they'll want us to keep going forward with what works, until we reach what ought to be our ultimate goal: a world-class education for every child in America.

Thank You.

Draft 5/3/00 12:30 a.m.  
Glastris

**PRESIDENT WILLIAM J. CLINTON  
REMARKS ON CHARTER SCHOOLS  
CITY ACADEMY  
ST. PAUL, MINNESOTA  
May 3, 2000**

Acknowledgments: Gov. Ventura; Rep. Bruce Vento; Minneapolis Mayor Sharon Sayles Belton; City Academy Principal Milo Cutter; State Sen. Ember Reichgott Junge (reich-got young) and former State Rep. Becky Kelso (original co-sponsors of charter legislation); Charter Friends National Network Director Jon Schroeder (drafted original federal charter law); Center for School Change Director Joe Nathan (leading charter advocate); Progressive Policy Institute President Will Marshall; City Academy graduate Tomas (Tom) Gonzalez

Listening to Milo Cutter recount the struggles she has faced to get this school off the ground and make it a success, it occurred to me that everybody in this audience who has worked in or run a charter school probably has similar stories to tell. I know I have a few stories myself, after 20 years of being involved in school reform. But all you have to do is hear a young person like Tom Gonzalez recount his story, to realize that the struggle has been worth it.

One of America's greatest storytellers likes to say that in his mythic Minnesota town, Lake Wobegone, all the children are above average. Well, having just seen the latest rise in test results for Minnesota school children, I'd say your whole state is heading that way. The schools here in St. Paul are especially impressive. Under superintendent Pat Harvey, you've put in place virtually all of the accountability measures I'd like to see in all of our nation's schools--from ending social promotion to providing afterschool to embracing public school choice.

I've come here today, as part of my school reform tour, to talk about how charter schools can help fulfill what I believe must be one of the great national missions of the 21<sup>st</sup> Century: to turn around our worst-performing schools, so that all of our children receive the education they need to make the most of their lives.

The time is right to take on this challenge. We are at a moment of unparalleled prosperity and national self-confidence. We have the largest, most diverse group of students in our public schools in history. We have an economy in which education has become the indispensable key to their success in life. And after 20 years of intense experimentation with school reform--on the local, state, and national level—we now have overwhelming evidence about what works to turn around low-performing schools. Setting high standards. Demanding accountability, including more choice and competition in public schools. And providing the extra help for children to meet those high standards. In short, investing more in our schools, and demanding more of our

schools.

This is the strategy Vice President Gore and I have followed for seven years.

Beginning in 1993, we cut hundreds of federal programs in order to reduce the deficit and improve the economy. Yet we also nearly doubled investment in education and training. We required states to set academic standards for what their students should know, and also provided more resources to help states create and implement higher standards. We're reducing class sizes in the early grades with the help of 100,000 new, highly-trained teachers--and I'm delighted that the St. Paul district has used these resources to hire 23 new teachers, bringing the average class size in your early grades to 18. We've dramatically increased federal investment in afterschool and summer school. And with the help of Vice President Gore's E-rate program, we now have nearly three-quarters of all classrooms in America connected to the Internet, up from only 3 percent in 1993. We'll probably reach 100 percent by the end of the year, with one major exception: those schools that are literally too old and dilapidated to be wired for the Internet. And yesterday in Davenport, Iowa I talked about the need to modernize our school building.

This strategy—investing more in our schools, and demanding more accountability from our schools—has also guided our policy on charter schools. When I became President, this school, City Academy, was the only charter school in the country. I wanted to see thousands more created, but that wasn't going to happen without substantial investment from the federal government, because charter schools require significant start-up costs. So we have invested nearly half-a-billion dollars since 1994 in new charter schools. As a result, today there are over 1700 charter schools, and we are well on our way to meeting our goal of 3000. Everyone here today ought to be proud of that. And I'm proud to be with you on national charter schools week.

The strategy of more investment, and more accountability, is producing real results. Math and reading scores are rising across the country, with some of the greatest gains in some of the most disadvantaged communities. Last year, for the first time in history, the high school graduation rate for African American students was the same as the graduation rate for white students. Today, 67 percent of all high school graduates now go on to college, up 10 percent since 1993. We've made that possible with the largest expansion of college opportunity since the GI bill, including the creation of our HOPE scholarship tax credits, education IRAs, more-affordable student loans, and more Pell Grants. And it's worth noting that scores on college entrance exams are rising even as more students from disadvantaged backgrounds are taking the test.

We have proven that we know how to lift the educational attainment of our most disadvantaged students. Yet there are still thousands of schools that fail to give children the education they need to enter the mainstream of American prosperity. To turn those schools around, we need what the Vice President has called a revolution in education—a revolution governed by the strategy that has brought us to this point.

Charter schools have a crucial role to play in that revolution. Schools like City Academy provide alternative paths to success for students who have fallen through the cracks. At the same

time, they often provide the kind of competitive energy that leads school districts to strengthen accountability and improve learning in traditional schools. Studies show that charter schools are at least as racially and economically diverse as public schools—in fact here in Minnesota they are even more diverse than average. And surveys show the vast majority of parents with kids in charter schools think their children are doing better academically in their charter schools than they were in their previous schools. It's no wonder there are long waiting lists to get into most charter schools.

Not all charter schools are doing a good job. But unlike traditional public schools, or even most private schools, charter schools can be held accountable if they fail to provide quality education. Every state should have charter school laws that encourage this kind of accountability. Unfortunately, some states have laws that are so loose that failing charter schools are allowed to remain open. Others have laws that are so restrictive that it's almost impossible to open a charter school. Minnesota's charter law strikes the right balance—encouraging the growth of charter schools but holding those schools responsible for results.

We must built that level of accountability into the entire public school system. That is why I have sent Congress an Education Accountability Act, to fundamentally change the way the federal government invests in our schools -- to support more of what we know works, and to stop supporting what we know does not work. I have also asked Congress to double the investment we made last fall in my Education Accountability Fund, to turn around low-performing schools, or shut them down. School districts can use this money to make the kind of sweeping systematic changes that have been proven effective in turning around low-performing schools in states like Kentucky, which I talked about in my visit there yesterday.

But if, for whatever reason, a school doesn't turn around, my Education Accountability Fund can be used to allow parents to transfer their students out of these failing schools and into better-performing public schools, including charter schools.

Now, there are those who say we should use vouchers to help students in failing schools go to private schools. But charter schools provide the choice and competition that proponents of vouchers say they want. And charter schools, unlike private schools, are accountable to the public for results. I believe we should be working to make all public schools more accountable, not diverting energy and money away from public schools into unaccountable private schools.

And for those who say charter schools drain money from public schools, I say: charter schools are public schools. And charter schools can help save public schools.

**For charter schools to fulfill that role, we must create more of them. Today, I am taking action to do just that. First, I am pleased to announce over \$137 million in grants to help support new and existing charter schools in 31 states, plus the District of Columbia and Puerto Rico.**

**Second, I am directing the Secretary of Education to develop guidelines for how employers and faith-based groups can be actively involved in starting and supporting**

**charter schools. While charter schools must be nonsectarian in their admissions and practices, faith-based groups can play a positive role. And employers can provide much-needed space and other resources to help charter schools get started.**

**In nearby Rockford, Minnesota, for instance, there is the Skills for Tomorrow school, sponsored jointly by the Teamsters Union and the Business Alliance. Union and corporate leaders not only helped develop the school, but provide students with internships and take part in judging whether students have met their academic graduation requirements—the better to ensure that they have the skills they need to succeed.**

**I hope the guidelines I am calling for today will encourage more faith-based and business groups to get involved.**

The actions I am taking today are guided by the fundamental lesson we have learned during the last seven years: in education, investment without accountability is a waste of money; accountability without investment is a waste of effort. Neither will work without the other. If we want our students to learn more, we need both.

Ten years ago, when things looked pretty grim for our public schools, Al Shanker, the late, great head of the American Federation of Teachers, said something wise to his fellow teachers. He said that we have to be willing to tell the American people the bad news about our public schools, so that when the schools begin to turn around and we have good news to report, they'll believe us. Well, today, here in St. Paul, and across America, there is good news to report about our schools. I think the American people will not only believe us, but they'll want us to keep going forward with what works, until we reach what ought to be our ultimate goal: a world-class education for every child in America.

Thank you.

Joshua S. Gottheimer  
05/03/2000 12:18:52 AM

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Subject: revised davenport draft--comments pls to josh 62554

Draft 05/03/00 12:15am

Josh Gottheimer

**PRESIDENT WILLIAM J. CLINTON  
REMARKS ON SCHOOL CONSTRUCTION  
CENTRAL HIGH SCHOOL  
DAVENPORT, IOWA  
May 3, 2000**

**Ack:** Sen. Harkin [*not present - but has been a major force behind our effort to modernize schools across the nation - and right here in Iowa*]; Ed Sullivan, President of the Building and Construction Trades; Barb Hess [*has been teaching at Davenport for 38 years, and graduated from school in 1956*]

I'm so glad to be back in Davenport. I remember coming here during the final days of my campaign for president back in 1992. And I remember talking with you about health care, the economy, and, of course, the Riverbandits [*local minor league baseball team*]. When I came back here in 1993, in the aftermath of the devastating floods, I recall how inspired I was by the strength of your community, and your eagerness to help one another through a particularly trying time.

Today, I am glad to report that the ground is dry, the sun is out, and the Mallards [*local minor league hockey team*] are on their way to winning another Colonial Cup. And one thing hasn't changed a bit: the strong will and enduring spirit of Davenport is as powerful as it has ever been. The people are still willing to stand by one another ... always ready to face the next challenge.

As part of my school reform tour, I'm here today to speak with you about one of the greatest challenges of the 21st Century: the importance of turning around low performing schools, so that all our children get the education they need and deserve.

This school district has taken up that challenge: you've set standards for what all your students should know and be able to do. You've put in place assessments to see if they're meeting those standards. You're giving students help to meet them - from afterschool to

smaller classes. You've set a goal to help all students read at grade level. And to get there, this summer, for the first time, second graders who don't pass reading tests, will go to summer school to help them get back on track.

This strategy of investing more in our schools and demanding more from them works. I saw it this morning in Kentucky, which has turned around many of the worst performing schools through the same strategy of higher standards, real accountability, and investment in what works. But I've come to this school to make a particular point: We cannot expect our students to achieve high standards in school buildings that are substandard. I have a plan that demands more accountability, but at the same time invests more in the tools of learning. And a safe, modern school building is an essential tool.

The time is right to take on this challenge. As President Kennedy once said, the best time to fix the roof, is when the sun is shining. And today the sun is shining on Davenport, and on America. We are at a moment of unparalleled prosperity and national self-confidence, with 21 million new jobs, the lowest unemployment rate in 30 years, and the lowest African American and Hispanic unemployment rates on record. We have the largest, most diverse group of students in our public schools in history. We have an economy in which education has become the indispensable key to success.

We've worked hard over the last seven years to provide schools with the tools they need. In an era of fiscal discipline, we've nearly doubled investment in education and training, making key investments that help children meet high standards. We're reducing class sizes in the early grades with our program to hire 100,000 new, highly-trained teachers. And I'm delighted that the Davenport school district has received some of these resources to hire nine additional teachers in the first, second and third grades. We've provided an army of volunteer tutors and mentors through our Gear Up and America Reads programs. We've expanded Head Start and improved its quality. We've dramatically increased federal investment in afterschool and summer school, from \$1 million a year in 1997 to nearly half a billion dollars a year today -- and my new budget calls for us to double our funding and triple the number of students with access to afterschool. Finally, with the help of Vice President Gore's E-rate program, nearly three-quarters of all classrooms in America are now connected to the Internet, up from only 3 percent in 1993.

The fundamental lesson of the last seven years is clear: in education, investment without accountability is a waste of money; accountability without investment is a waste of effort. Neither will work without the other. If we want our students to learn more, we need both.

Today, the Department of Education, with the help of Vice President Gore, is releasing a report, *Schools as Centers of Communities*, which suggests ways for educators, parents, and community members to help design and plan better schools. First, it highlights the importance of modernizing classrooms to enhance student-teacher interaction. Second, it stresses the importance of a healthy, safe and secure learning environment, with a focus on lighting and air quality. Lastly, it describes the substantial

**benefits that we know come from the use of modern technology in the classroom.**

But too many of our nation's schools are not only outdated and overcrowded – they're falling apart.

Central High School is one of those schools. Dating back to 1907, when Theodore Roosevelt was President, Central was called, "a high school for the future." And in 1907 it was. Back then, the population of Davenport was around 39,000 – nearly a third of what it is today. And Central High School had half the number of students that it does now walking these same halls ... filling these same classrooms.

Since then, your school has undergone several renovations. But much of its original infrastructure remains the same. As I saw earlier this afternoon, many of the science labs have the same furniture they did a century ago. Students still use the same wooden lockers that were used when the school was built. And they still have to crack open the windows to ventilate their classrooms. Today, Central's classrooms are cramped and crowded – with an average of 24 students in classrooms that were built for 15. And the electrical system can't handle the demands of the latest technology.

Like most schools, Central High has always wanted to do better by its students. But when it comes to renovating the school, it simply hasn't had the resources to do so. A *Life Magazine* story from 1953, the same time Barb Hess was a student here, described the infrastructure of Central as "badly lighted, poorly ventilated, overcrowded, and always in need of repairs." That was nearly fifty years ago.

But that's all going to change this summer, when Central High gets the repairs that it has long deserved. Your classrooms are being modernized and expanded to handle rising student enrollment, computers and other new equipment. The school's electrical system is being upgraded, so that more students, in more rooms, can have access to the Internet. And a new ventilation system will not only keep the school more comfortable in both the winter and summer months, but fresh air will help keep students in better health.

Despite these improvements, there is still much more to be done. Even after this summer's \$7 million renovation, Central High School will still need an additional \$7 million of work. That's a big bill, and you simply shouldn't be left to handle it all on your own. No city should.

The children of the Baby Boomers are breaking enrollment records for the fourth year in a row. This academic year, 53.2 million students currently fill our elementary and secondary schools. That's nearly half a million more than last year. And fully one-third of our schools – 25,000 of them – need to be rebuilt or extensively repaired. **Four years ago, the GAO estimated that it will cost \$112 billion just to renovate America's schools. A new study released today by the National Education Association estimates that the total cost of repairing old schools, building new ones, and wiring all schools for the latest technology, will cost \$322 billion – nearly triple the GAO's earlier figure. That is a**

**staggering number. It requires national attention.**

I've proposed a major School Construction Initiative to help communities build or modernize 6,000 schools all over America. I've also put forward a plan to give 5,000 schools the grants and loans for emergency repairs they so desperately need. For three years now, Republicans in Congress have stood in the way of progress, and stood in the way of better schools. It's time they put the education of our children first, and pass this pressing initiative without further delay. Americans should not tolerate outdated schools any longer.

In 1948, Harry Truman came through Davenport on Whistle Stop Tour, and berated Congress for not doing enough to move the country forward. He later said, "The nation cannot afford to waste human potential, as we are now, by failing to provide adequate elementary and secondary education for millions of children." Today, Truman's message still rings loud and clear: Everyone counts. Everyone deserves a chance. Everyone has a role to play. And we all do better when we help each other. That's why we must invest more and demand more in our schools. That's what we owe to our children. That's what we owe to America's future. Thank you.

Message Sent To:

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Bruce N. Reed/OPD/EOP@EOP  
Andy Rotherham/OPD/EOP@EOP  
John B. Buxton/OPD/EOP@EOP  
Karin Kullman/OPD/EOP@EOP  
Paul D. Glastis/WHO/EOP@EOP

# DRAFT

## EXECUTIVE ORDER

### ACTIONS TO IMPROVE LOW-PERFORMING SCHOOLS

By the authority vested in me as President by the Constitution and the laws of the United States of America, including the Elementary and Secondary Education Act of 1965 (ESEA), the Department of Education Appropriations Act, 2000 (as contained in Public Law 106-113), and in order to take actions to improve low-performing schools, it is hereby ordered as follows:

Section 1. Policy. Since 1993, this Administration has sought to raise standards for students and to increase accountability in public education while investing more resources in elementary and secondary schools. While much has been accomplished -- there has been progress in math and reading achievement, particularly for low-achieving students and students in our highest poverty schools -- much more can be done, especially for low-performing schools.

Sec. 2. Technical Assistance and Capacity Building.

(a) The Secretary of Education ("Secretary") shall work with State and local educational agencies ("LEAs") to develop and implement a comprehensive strategy for providing technical assistance and other assistance to States and LEAs to strengthen their capacity to improve the performance of schools identified as low performing. This comprehensive strategy shall include a number of steps, such as:

(1) providing States, school districts, and schools receiving funds from the school improvement fund established by Public Law 106-113, as well as other districts and schools identified for school improvement or corrective action under Title I of the ESEA, with access to the latest research and information on best practices, including research on instruction and educator professional development, and with the opportunity to learn from

exemplary schools and exemplary State and local intervention strategies and from each other, in order to improve achievement for all students in the low-performing schools;

(2) determining effective ways of providing low-performing schools with access to resources from other Department of Education programs, such as funds from the Comprehensive School Reform Demonstration Program, the Reading Excellence Act, the Eisenhower Professional Development Program, the Class Size Reduction Program, and the 21st Century Community Learning Centers Program, and to make effective use of these funds and Title I funds;

(3) providing States and LEAs with information on effective strategies to improve the quality of the teaching force, including strategies for recruiting and retaining highly qualified teachers in high-poverty schools, and implementing research-based professional development programs aligned with challenging standards;

(4) helping States and school districts build partnerships with technical assistance providers, including, but not limited to, federally funded laboratories and centers, foundations, businesses, community-based organizations, institutions of higher education, reform model providers, and other organizations that can help local schools improve;

(5) identifying previously low-performing schools that have made significant achievement gains, and States and school districts that have been effective in improving the achievement of all students in low-performing schools, which can serve as models and resources;

(6) providing assistance and information on how to effectively involve parents in the school-improvement process, including effectively involving and informing parents at the beginning of the school year about

improvement goals for their school as well as the goals for their own children, and reporting on progress made in achieving these goals;

(7) providing States and LEAs with information on effective approaches to school accountability, including the effectiveness of such strategies as school reconstitution, peer review teams, and financial rewards and incentives;

(8) providing LEAs with information and assistance on the design and implementation of approaches to choice among public schools that create incentives for improvement throughout the local educational agency, especially in the lowest-performing schools, and that maximize the opportunity of students in low-performing schools to attend a higher-performing public school;

(9) exploring the use of well-trained tutors to raise student achievement through initiatives such as "America Reads," "America Counts," and other work-study opportunities to help low-performing schools;

(10) using a full range of strategies for disseminating information about effective practices, including interactive electronic communications;

(11) working with the Department of Interior, Bureau of Indian Affairs (BIA), to provide technical assistance to BIA-funded low performing schools; and

(12) other steps that can help improve the quality of teaching and instruction in low-performing schools.

(b) The Secretary shall, to the extent permitted by law, take whatever steps the Secretary finds necessary and appropriate to redirect the resources and technical assistance capability of the Department of Education ("Department") to assist States and localities in improving low-performing schools, and to ensure that the dissemination of research to help turn around low-performing schools is a priority of the Department.

Sec. 3. School Improvement Report. To monitor the progress of LEAs and schools in turning around failing schools, including those receiving grants from the School Improvement Fund, the Secretary shall prepare an annual School Improvement Report, to be published in September of each year, beginning in 2000. The report shall: (1) describe trends in the numbers of LEAs and schools identified as needing improvement and subsequent changes in the academic performance of their students; (2) identify best practices and significant research findings that can be used to help turn around low-performing LEAs and schools; and (3) document ongoing efforts as a result of this order and other Federal efforts to assist States and local school districts in intervening in low-performing schools, including improving teacher quality. This report shall be publicly accessible and available.

Sec. 4. Compliance Monitoring System. Consistent with the implementation of the School Improvement Fund, the Secretary shall strengthen the Department's monitoring of ESEA requirements for identifying and turning around low-performing schools, as well as any new requirements established for the School Improvement Fund by Public Law 106-113. The Secretary shall give priority to provisions that have the greatest bearing on identifying and turning around low-performing schools, including sections 1116 and 1117 of the ESEA, and to developing an ongoing, focused, and systematic process for monitoring these provisions. This improved compliance monitoring shall be designed to:

- (1) ensure that States and LEAs comply with ESEA requirements;
- (2) assist States and LEAs in implementing effective procedures and strategies that reflect the best research available, as well as the experience of successful schools, school districts, and States as they address similar objectives and challenges; and
- (3) assist States, LEAs, and schools in making the most effective use of available Federal resources.

Sec. 5. Consultation. The Secretary shall, where appropriate, consult with executive agencies, State and local education officials, educators, community-based groups, and others in carrying out this Executive order.

Sec. 6. Judicial Review. This order is intended only to improve the internal management of the executive branch and is not intended to, and does not create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person.

THE WHITE HOUSE,

# DRAFT

## EXECUTIVE ORDER

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exemplary schools and exemplary State and local intervention strategies and from each other, in order to improve achievement for all students in the low-performing schools;

(2) determining effective ways of providing low-performing schools with access to resources from other Department of Education programs, such as funds from the Comprehensive School Reform Demonstration Program, the Reading Excellence Act, the Eisenhower Professional Development Program, the Class Size Reduction Program, and the 21st Century Community Learning Centers Program, and to make effective use of these funds and Title I funds;

(3) providing States and LEAs with information on effective strategies to improve the quality of the teaching force, including strategies for recruiting and retaining highly qualified teachers in high-poverty schools, and implementing research-based professional development programs aligned with challenging standards;

(4) helping States and school districts build partnerships with technical assistance providers, including, but not limited to, federally funded laboratories and centers, foundations, businesses, community-based organizations, institutions of higher education, reform model providers, and other organizations that can help local schools improve;

(5) identifying previously low-performing schools that have made significant achievement gains, and States and school districts that have been effective in improving the achievement of all students in low-performing schools, which can serve as models and resources;

(6) providing assistance and information on how to effectively involve parents in the school-improvement process, including effectively involving and informing parents at the beginning of the school year about

improvement goals for their school as well as the goals for their own children, and reporting on progress made in achieving these goals;

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(12) other steps that can help improve the quality of teaching and instruction in low-performing schools.

(b) The Secretary shall, to the extent permitted by law, take whatever steps the Secretary finds necessary and appropriate to redirect the resources and technical assistance capability of the Department of Education ("Department") to assist States and localities in improving low-performing schools, and to ensure that the dissemination of research to help turn around low-performing schools is a priority of the Department.

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- (1) ensure that States and LEAs comply with ESEA requirements;
- (2) assist States and LEAs in implementing effective procedures and strategies that reflect the best research available, as well as the experience of successful schools, school districts, and States as they address similar objectives and challenges; and
- (3) assist States, LEAs, and schools in making the most effective use of available Federal resources.

Sec. 5. Consultation. The Secretary shall, where appropriate, consult with executive agencies, State and local education officials, educators, community-based groups, and others in carrying out this Executive order.

Sec. 6. Judicial Review. This order is intended only to improve the internal management of the executive branch and is not intended to, and does not create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person.

THE WHITE HOUSE,

May 2, 2000 FINAL

MEMORANDUM FOR THE SECRETARY OF EDUCATION

Subject: Additional Guidelines for Charter Schools

This Administration has taken landmark steps to help states and localities improve educational opportunities for students by providing much needed resources to reduce class size, improve teacher quality, and expand summer school and after-school programs. Last year, for the first time ever, the Federal Government provided funds to states and localities specifically to intervene in low-performing schools. Our School Improvement Fund will provide \$134 million to states and localities this year to help them turn around low-performing schools. In addition, through the 1994 reauthorization of the Elementary and Secondary Education Act and Goals 2000, states have developed standards and accountability systems to identify schools that are low performing. Already, we are seeing results from this focus on standards-based reform and greater investment including a rise in test scores among our most disadvantaged students. Nonetheless, much work still remains to be done. In too many communities, predominately low-income communities, there is still a shortage of high quality educational options available to students.

One of the most heartening educational trends under this Administration is the extraordinary growth of public charter schools during our time in office. In 1992, when this Administration was voted into office, there was only one charter school in the country, City Academy in St. Paul, Minnesota. Since then, because of strong leadership at the local, state, and federal level, the number of charter schools has exploded and it is now estimated that there are more than 1,700 charter schools nationwide. The Federal Government has invested almost \$400 million in charter schools since 1994 and advocates of charter schools credit this investment for the remarkable growth of charter schools. The Budget that I sent to Congress this year will provide \$175 million for charter schools in FY2001. By 2001, this program will have helped nearly 2,400 charter schools since its inception supporting our goal of creating 3,000 public charter schools by 2002.

Charter schools are a vital engine of school reform because they promote accountability for results, competition, and choice within the public system. Unlike vouchers, which do nothing to increase the number of high quality educational options for students in a community, charter schools allow local community groups, teachers, or parents to open public schools that meet their needs. And, unlike vouchers, charter schools do not drain taxpayer dollars from the public school system and are accountable to the public for results. Because charter schools are truly community-based schools created by local communities to address their own particular needs, it is essential that all institutions in a community understand how they can play a role with regard to charter schools. Every entity that can play a positive role in school reform needs to be

engaged in ensuring that children and parents have high quality public schools and choices among those public schools.

Among the community institutions that can provide important support for the goals of charter schools are local faith-based and business institutions. Both harbor resources that can support the efforts of charter schools to create high-quality, innovative learning environments that serve all children and help them to meet high standards.

Faith-based and community-based organizations play an important role in feeding the hungry, caring for the sick, and educating our children in communities around this nation. Already many faith and community-based organizations partner with government at the federal, state, and local level to help our nation's families. Under this Administration, faith-based organizations have also become eligible to receive federal funds in an array of social programs on the same basis as other community-based organizations, consistent with the constitutional line between church and state. For example, states can use their welfare reform funds to contract with faith-based organizations on the same basis as other non-government providers to provide services such as job preparation, mentoring, childcare, and other services to help families moving from welfare to work. The 1998 Human Services reauthorization similarly allows faith-based organizations to provide services under the Community Services Block Grant to reduce poverty, revitalize low-income communities, and help low-income families become self-sufficient.

Vice President Gore and I support such efforts and believe we can do even more to increase the valuable partnership role religiously-affiliated and community-based organizations can play in addressing some of the most important issues facing our families and communities. The Administration has proposed in its budget to increase the involvement of such organizations to help improve the quality of life in our nation's communities, education, housing, community-development, criminal and juvenile-justice programs, in breaking the cycle of teen pregnancy, and in promoting responsible fatherhood and helping families move from welfare to work. To help support these worthy causes, our budget will provide tax breaks to encourage all Americans to give to charity.

Schools and faith communities should be reaching out to each other, in constitutional ways, to support their common goals for children and families. There are successful partnerships between public schools and faith communities across the nation in after-school programs, school safety, discipline and student literacy. These range from mentoring programs jointly run by schools and interfaith groups to statewide summits on the role of faith-based groups in college preparation. In 1995, we sent every school district in the country the guidebook *Religion in the Public Schools: A Statement of Principles*. Last December, building on those principles I announced a comprehensive set of guidelines to be mailed to every public school in the nation and to leading religious organizations encouraging greater cooperation, within constitutional limits, between public schools and community groups, including faith-based organizations. The guidelines emphasized both the protection of private religious expression in schools and the prohibitions against coerced student participation in religious expression. These guidelines were the culmination of the Administration's four-year effort to forge consensus on the role of religion

in the schools.

Likewise, business institutions have proven themselves to be valuable partners in helping schools and districts better prepare students to develop the skills and knowledge they need to be part of the twenty-first century workforce. Over the last two decades, businesses have played a leadership role at the local, state and national levels in supporting the need for schools reform and advancing the standards-based movement. Although school-business partnership can be little more than a donation, there are many examples across the country of businesses that are working actively with schools to help improve the quality of public education. In these partnerships, businesses are working to help bolster school curricula, train teachers, implement technology effectively, offer mentors and tutors to students, and provide lessons in management and leadership. If this nation's public schools are to offer the kind of high-quality education that prepares students for the world of work and active citizenship, then businesses must play a key role in this process.

Businesses have much to offer the charter movement. Because charter schools are exempt from many regulations governing traditional public schools, they have more freedom to develop innovative educational programs and to partner with business institutions in creative ways. Currently, there are over 100 employer-linked charter schools in operation across the country. These schools vary from those offering very focused career preparation, to those that incorporate modest exposure to jobs, careers, and employers. What they share in common are innovative environments that offer work-based and career-focused educational experiences for students from a wide variety of backgrounds.

But I believe that businesses can do more to work with charter schools to develop stimulating educational environments that prepare our students for the challenges of the workforce in the twenty-first century. I especially believe that employer-linked charter schools offer a new range of possibilities for those students who are not finding success in our more traditional public schools.

Accordingly, because there is still a great deal of confusion about how different entities can be involved in the charter movement, I would like you to work together with the Department of Justice to develop guidelines to be released prior to the 2000-2001 school year to help faith-based and other community-based and business institutions understand the role they can play in the charter school movement. Public charter schools must be non-sectarian and non-discriminatory in their admissions and practices. In addition, as with other public schools, charters schools should not offer opportunities for the commercial exploitation of its students and/or its mission. However, there are numerous ways that faith-based groups and employers can play a positive role in creating and supporting public charter schools, just as other community organizations do. These guidelines would augment the existing guidelines for public charter schools and the guidelines for religious expression in public schools that I released in December.

Increasing the quality of education in this country for disadvantaged students is a national priority but requires the active involvement of every affected community. In economically distressed communities, faith-based organizations and business partners can play critically important roles in providing needed support services and job-focused experiences for students who too often lack either. Ensuring that faith-based and business institutions can play a vigorous role in expanding educational opportunities while respecting the separation of church and state and the limitations on commercial involvement in schools is an important step to providing high quality educational experiences for all children.

THE WHITE HOUSE,

MEMORANDUM FOR THE PRESIDENT

FROM: Jacob J. Lew  
Director

SUBJECT: Proposed Memorandum Entitled "Additional Guidelines for Charter Schools"

SUMMARY: This memorandum forwards for your consideration a proposed memorandum that was prepared by the Department of Education. The proposed memorandum would direct the Secretary of Education to develop guidelines to help faith-based organizations participate in charter schools.

BACKGROUND: In 1992, there was only one charter school in the country. Since then, the number of charter schools has increased dramatically and it is now estimated that there are more than 1,700 charter schools nationwide. Charter schools contribute to school reform because they promote accountability for results, competition, and choice within the public system. Charter schools allow local community groups, teachers, or parents to open public schools that meet their needs. Because charter schools are truly community-based schools, every institution that can play a positive role in school reform needs to know how it can be engaged with charter schools.

One kind of community institution that can provide important support for the goals of charter schools is the local faith-based organization. Faith-based organizations already play an important role in feeding the hungry, caring for the sick, and educating our children in communities around this nation. Under this Administration, faith-based organizations are also playing a effective role in helping to boost student learning and school success. There are successful partnerships between public schools and faith communities across the nation in after-school reading programs, school safety, discipline, and student literacy.

However, more can be done to educate faith-based organizations about participating in charter schools. The proposed memorandum, therefore, would direct the Secretary of Education to work together with the Department of Justice to develop guidelines to be released prior to the 2000-2001 school year to help faith-based organizations understand the role they can play in the charter school movement. The guidelines would augment the existing guidelines for public charter schools and the guidelines for religious expression in public schools that were released by the Administration in December 1999.

None of the affected agencies objects to the proposed memorandum.

RECOMMENDATION: I recommend that you sign the proposed memorandum.

Attachments

MEMORANDUM FOR THE DIRECTOR

FROM: Robert G. Damus  
General Counsel

SUBJECT: Proposed Memorandum Entitled "Guidelines for Faith-Based  
Organizations and Charter Schools"

Purpose: The proposed memorandum would direct the Secretary of Education to develop guidelines to help faith-based organizations participate in charter schools.

Action Forcing Event: The White House Domestic Policy Council requests that you approve the memorandum as soon as possible. It is to be announced by the President this Wednesday May 3, 2000, in Kentucky in connection with the low-performing schools initiative.

Discussion: In 1992, there was only one charter school in the country. Since then, the number of charter schools has increased dramatically and it is now estimated that there are more than 1,700 charter schools nationwide. Charter schools contribute to school reform because they promote accountability for results, competition, and choice within the public system. Charter schools allow local community groups, teachers, or parents to open public schools that meet their needs. Because charter schools are truly community-based schools, every institution that can play a positive role in school reform needs to know how it can be engaged with charter schools.

One kind of community institution that can provide important support for the goals of charter schools is the local faith-based organization. Faith-based organizations already play an important role in feeding the hungry, caring for the sick, and educating our children in communities around this nation. Under this Administration, faith-based organizations are also playing a effective role in helping to boost student learning and school success. There are successful partnerships between public schools and faith communities across the nation in after-school reading programs, school safety, discipline, and student literacy.

However, more can be done to educate faith-based organizations about participating in charter schools. The proposed memorandum, therefore, would direct the Secretary of Education to work together with the Department of Justice to develop guidelines to be released prior to the 2000-2001 school year to help faith-based organizations understand the role they can play in the charter school movement. The guidelines would augment the existing guidelines for public charter schools and the guidelines for religious expression in public schools that were released by the Administration in December 1999.

None of the affected agencies objects to the proposed memorandum.

Views of Affected Agencies and Staff: Externally, the memorandum has been approved by the Departments of State, Defense, the Interior, Justice, Education, White House Domestic Policy Council, White House Counsel's Office, White House Staff Secretary's Office, Presidential Personnel, and the Office of the Vice President. Internally, the memorandum has been approved by Chow, Gotbaum, Katzen, Mathews and me.

Recommendation: Sign the Memorandum for the President and forward it and the proposed memorandum to the President.

**Attachments**

**MEMORANDUM FOR THE FILE**

**FROM: Mac Reed  
Assistant General Counsel**

**SUBJECT: Proposed Memorandum Entitled "Guidelines for Faith-Based  
Organizations and Charter Schools"**

The following Executive departments and agencies do not object to the proposed memorandum:

1. Department of State J. Norton (647-4463)
2. Department of Defense S. Brick (703-697-1305)
3. Department of the Interior B. Peterson (208-5340)
4. Department of Justice R. Hart (514-2027)
5. Department of Education P. Riddell (401-8313)
6. White House Domestic Policy Council B. Reed (456-6515)
7. White House Counsel's Office B. Nolan (456-3632)
8. White House Staff Secretary's Office L. Loy (456-2702)
9. Presidential Personnel B. Nash (456-6676)
10. Office of the Vice President C. Burson (456-6605)

OFFICE OF MANAGEMENT AND BUDGET  
ABSTRACT OF CORRESPONDENCE

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TO: THE DIRECTOR

FROM: Mac Reed

OUTGOING TO: THE PRESIDENT

SUBJECT: Proposed Memorandum Entitled "Guidelines for Faith-Based Organizations and Charter Schools"

The enclosed memorandum is self-explanatory.

SECRETARIES PLEASE NOTE: When Abstract has been signed off by designated official, please handcarry to next office (if near).

When Director has signed memorandum, please call Mac Reed for pickup. He will ensure entire package is transmitted to Justice prior to submission to the White House as required by Executive Order No. 11030.

Control No.

	465	8236	260	262	254	260	252
	PREPARED BY	CLEARED BY					
SURNAME AND DIVISION	REED	UPSHAW	CHOW	DAMUS	GOTBAUM	KATZEN	MATHEWS
INITIALS AND DATE							

	PREPARED BY	CLEARED BY					
SURNAME AND DIVISION							
INITIALS AND DATE							

**THE WHITE HOUSE**

WASHINGTON

May 2, 2000

**EDUCATION ACCOUNTABILITY EVENT**

**DATE:** May 3, 2000  
**LOCATION:** Audubon Elementary School  
Owensboro, KY  
**EVENT TIME:** 11:00am – 12:40pm  
**FROM:** Bruce Reed

**I. PURPOSE**

To kick off your School Reform Tour and highlight Audubon Elementary School to illustrate how an agenda of high standards, real accountability, and proven investments can raise student achievement and turn around failing schools across the country. You will also call on Congress to enact your Educational Accountability Fund, which requires states to help turn around failing schools or shut them down.

**II. BACKGROUND**

Audubon Elementary School is an award-winning school in the Daviess County School District. Although two-thirds of its students are in poverty, Audubon ranks 18<sup>th</sup> in the state in student achievement. In a speech to Kentucky students, educators, and policymakers, you will remind Americans that demographics need not be destiny when it comes to meaningful school reform. You will highlight:

**AN EXECUTIVE ORDER TO TURN AROUND FAILING SCHOOLS.** You will announce that you are signing an Executive Order that directs the Department of Education to compile and publish key data on low-performing schools across the country, and to help states fix those schools. The Order asks Secretary of Education Richard Riley to: 1) help states and districts turn around low-performing schools, by providing technical assistance and disseminating research; 2) make federal education programs more responsive to low-performing schools; 3) submit an annual education accountability report that identifies trends in low-performing schools, the resources they are receiving to turn themselves around, and what strategies are most effective; and 4) send teams of monitors into up to 15 states each year to make sure states are complying with accountability requirements and help them get results.

**KENTUCKY'S ACCOUNTABILITY STRATEGY AND REFORM RESULTS.**

Speaking ten years after Kentucky's landmark education reform legislation was passed,

you will praise the state for its leadership in standards-based reform and accountability. Kentucky has successfully intervened to improve many of its low-performing schools, by providing critical resources to offer extended learning, teacher training, expanded technology and literacy initiatives. After having been identified as performing below expectations on state assessments, Audubon Elementary today ranks 18<sup>th</sup> statewide in student performance among elementary schools. Since 1994, even with two-thirds of its students in poverty, Audubon has boosted the percentage of students scoring at a level of "proficient" and "distinguished" on state assessments from 12 percent to 57 percent in writing; 5 percent to 70 percent in reading; and 0 percent to 64 percent in science. All across Kentucky, some of the highest performing schools are former low-performing and high-poverty schools.

**STANDARDS, ACCOUNTABILITY AND INVESTMENT.** Since taking office, you and the Vice President have made accountability and investment in proven strategies the heart of your education reform agenda. You made standards a core part of federal education policy, through Goals 2000 and the ESEA. Since 1992, the federal investment in elementary and secondary education has nearly doubled. Last year, you also proposed and Congress enacted a \$134 million Accountability Fund, which provides funds to states and school districts to turn around failing schools and gives students in a failing school the right to choose a higher-performing public school. Today, you will call on Congress to send you a true reform bill that includes the education accountability measures you have proposed – require states and school districts to turn around failing schools or shut them down, make sure teachers know the subject they're teaching, end social promotion by giving students the help they need to meet high standards, adopt sound, fair discipline codes, and give parents school report cards. You will also call on Congress to pass an education budget that invests in reducing class size, strengthening teacher quality, expanding after school and summer school, repairing and modernizing schools and other key priorities. Only by investing more and demanding more, you will point out, can we make school reform work for all our students.

### III. PARTICIPANTS

#### Classroom Visit Participants:

#### **YOU**

Crystal Davidson, Teacher, Audubon Elementary School

Crystal Davidson teaches a multi-grade class of 3<sup>rd</sup> and 4<sup>th</sup> grade students. Ms.

Davidson was hired with federal class size reduction funds, and her class is known locally as the "Clinton Classroom".

Twenty-one 3<sup>rd</sup> and 4<sup>th</sup> grade students

#### Program Participants:

#### **YOU**

Secretary Richard Riley

Governor Paul Patton

Diane Embry, Principal, Audubon Elementary School

Karen Cecil, Parent, Audubon Elementary School

*Karen Cecil is the mother of three daughters, all of whom attended Audubon Elementary School. Her youngest daughter, Emily, is currently a fourth grade student at Audubon. Ms. Cecil is actively involved in the school as a member of the school site council, and can speak to the changes and improvements at Audubon Elementary School.*

#### **IV. PRESS PLAN**

Classroom Visit -- Pool Press.

Remarks -- Open Press.

#### **V. SEQUENCE OF EVENTS**

- **YOU** will be greeted by local elected officials upon arrival via Marine One to Audubon Elementary School.
- **YOU** will proceed to Ms. Davidson's classroom, and will participate in a reading lesson with the students.
- **YOU** will depart the classroom and will be greeted by former Senator Wendell Ford, Jr. and guests.
- **YOU** will proceed to the gymnasium.
- **YOU** will be announced onto the stage, accompanied by Secretary Richard Riley, Governor Paul Patton, Diane Embry, and Karen Cecil.
- Diane Embry, Principal, Audubon Elementary School, will make brief remarks and introduce Governor Paul Patton.
- Governor Paul Patton will make brief remarks and introduce Secretary Richard Riley.
- Secretary Richard Riley will make brief remarks and introduce Karen Cecil, Parent, Audubon Elementary School.
- Karen Cecil, Parent, will make brief remarks and introduce **YOU**.
- **YOU** will make remarks, work a ropeline, and depart the gymnasium.
- **YOU** will proceed outside and greet the students of Audubon Elementary School.
- **YOU** will depart Audubon Elementary School.

#### **VI. REMARKS**

To be provided by Speechwriting.

**THE WHITE HOUSE**

WASHINGTON

May 2, 2000

**SCHOOL CONSTRUCTION EVENT**

**DATE:** May 3, 2000  
**LOCATION:** Central High School  
Davenport, IA  
**EVENT TIME:** 5:30pm – 7:05pm  
**FROM:** Bruce Reed

**I. PURPOSE**

To highlight your commitment to help states and localities build and modernize 6,000 schools nationwide and conduct emergency repairs on 5,000 schools annually, and to release a new Education Department guide for communities facing school construction challenges.

**II. BACKGROUND**

Built in 1907, Central High is one of several schools that the Davenport School District plans to renovate to accommodate new technology, upgrade facilities, and ensure a good learning environment for students. You will point out that the tough accountability measures you have called for cannot have force unless we also invest in our students and schools to help them reach high standards. You will call on Congress to pass a budget that includes your school construction proposals and helps communities like Davenport address the infrastructure crisis created by rising enrollment and aging buildings. You will highlight:

**A NEW COMMUNITY RESOURCE GUIDE ON SCHOOL DESIGN.** You will release a new report from the U.S. Department of Education, "Schools as Centers of Community: A Citizen's Guide For Planning and Design." The report serves as a resource for educators, planners and community members to meet the challenge of providing effective educational facilities. It highlights methods of providing safe, up-to-date learning environments. The report includes a planning guide for local communities and examples of innovative school designs around the country. You will also note that replacing, repairing and updating school facilities is an ongoing need that requires commitment from government at all levels.

**THE NEED FOR SCHOOL RENOVATION AND CONSTRUCTION IS A NATIONAL PRIORITY.** A report last year by the National Center for Education Statistics pointed out that school buildings begin rapid deterioration after 40 years – and that the average public school in America is 42 years old. Moreover, rising student enrollment means that communities around the country have to build an additional 2,400 schools by 2003. A

1996 report by the U.S. General Accounting Office (GAO) estimated the cost of bringing America's schools into overall good condition to be at least \$112 billion. Today, the National Education Association will release a report that puts that cost at \$322 billion, more than double the GAO figure from just four years ago. Clearly, you will note, school modernization is a national priority that demands a national response.

**AMERICA MUST HONOR ITS COMMITMENT TO OUR SCHOOLS.** You sent a plan to Congress to that would provide \$24.8 billion in tax credits to states and local districts to build and modernize 6,000 schools nationwide. And your budget includes an emergency school construction initiative that would provide \$1.3 billion to states and school districts for emergency repairs on 5,000 schools a year. Today, you will call again on Congress to enact this plan and give America's schoolchildren the resources and facilities they need to meet high standards.

### III. PARTICIPANTS

Greeters:

Jim Blanche, Superintendent, Davenport School District  
Henry Caudle, Principal, Central High School  
Ricky Harris, Senior Class President  
Kelly Witt, Student Body President

Walking Tour Participants:

**YOU**

Henry Caudle, Principal, Central High School  
Barb Hess, Social Studies Teacher, Central High School  
Ricky Harris, Senior Class President (will lead tour)

Program Participants:

**YOU**

Governor Tom Vilsack (D-IA)  
Henry Caudle, Principal, Central High School  
Barb Hess, Social Studies Teacher, Central High School

*Barb Hess has taught at Central High School for 38 years, and is currently the Social Studies department head. She also was a student at Central High School, and graduated from the school in 1956. Ms. Hess can speak to the need for renovation of the science class rooms (which have not been renovated since she was a student there), expansion of the classroom size, updating of the ventilation system, and other modernizations necessary at the school.*

### IV. PRESS PLAN

Walking Tour – Pre-positioned Pool Press.  
Remarks – Open Press.

## **V. SEQUENCE OF EVENTS**

- **YOU** will be greeted by Jim Blanche, Henry Caudle, and student TBD upon arrival at Central High School.
- **YOU** will take a walking tour of Central High School.
- **YOU** will proceed to the auditorium.
- **YOU** will be announced onto the stage, accompanied by Governor Tom Vilsack, Henry Caudle, and Barb Hess.
- Henry Caudle, Principal, will make welcoming remarks and introduce Governor Tom Vilsack.
- Governor Tom Vilsack will make brief remarks and introduce Barb Hess, teacher.
- Barb Hess, teacher, will make brief remarks and introduce **YOU**.
- **YOU** will make remarks, work a ropeline, and depart.
- **YOU** will greet AmeriCorps volunteers prior to departure.

## **VI. REMARKS**

To be provided by Speechwriting.

THE WHITE HOUSE

WASHINGTON

May 2, 2000

REMARKS TO CITY ACADEMY AND CHANNEL ONE  
NETWORK "WEBSITE" CHAT

**DATE:** May 4, 2000  
**LOCATION:** City Academy  
St. Paul, MN  
**EVENT TIME:** 8:50am - 10:30am  
**FROM:** Bruce Reed

**I. PURPOSE**

To highlight the success of the charter school movement, announce further steps to help public charter schools, and challenge communities around the country to create more high quality public charter schools to increase choice and competition in public education.

**II. BACKGROUND**

This week is National Charter Schools Week and City Academy is the nation's first charter school. This charter school was also the only one in operation when you were elected in 1992. Today you will meet with students from City Academy, release an Executive Memorandum asking the Secretary of Education to develop guidelines to help faith-based organizations understand how they can play a role in the public charter school movement, announce new grants for charter schools, and participate in an online chat with students from around the country.

**BUSINESS AND FAITH-BASED GROUPS AND CHARTER SCHOOLS.** The Executive Memorandum that you will release today asks the Secretary of Education to develop and release guidelines explaining how faith-based organizations and businesses can more effectively be involved with charter schools. These guidelines would augment the existing guidelines for public charter schools and the guidelines for religious expression in public schools that you released in December. The private sector can play a positive role with regard to charter schools and you will emphasize the ways that local businesses can be involved in the charter school movement.

**GROWTH OF CHARTER SCHOOLS.** When you were first elected, there was only one public charter school open in the United States. Now, there are 1,700, more than half way to your goal of 3000 charter schools. And thirty-six states, Puerto Rico and the District of Columbia now have laws on the books that enable the creation of charter

schools. Your national leadership and assistance have played a key role in this rapid growth by supporting the development of individual charter schools and helping to disseminate effective practices and strategies among schools. Your budget includes a \$30 million increase in funding for the program, bringing total funding to \$175 million annually. Today, you will announce the release of \$16 million in new grants to charter schools and \$121 million in continuation grants.

**ONLINE CHAT WITH STUDENTS FROM AROUND THE COUNTRY.** While at City Academy, you will participate in a live "Webside Chat," hosted by ChannelOne.com with middle school and high school students from across the country. Following on the tradition of President Franklin D. Roosevelt's "Fireside Chats," you will utilize the latest technology to communicate directly with the American people. You will hear directly from students about their concerns and views on education and answer questions on topics, including: creating good learning environments; making schools an important part of communities; expanding college opportunity; promoting the role of technology in the classroom and improving America's schools.

### **III. PARTICIPANTS**

Greeters:

Representative Bruce Vento  
Governor Jesse Ventura (T)  
Mayor Norm Coleman (T)  
Milo Cutter, Principal, City Academy

Program Participants:

**YOU**  
Representative Bruce Vento  
Governor Jesse Ventura (Tentative)  
Milo Cutter, Director, City Academy  
Student TBD

Webside Chat Participants:

**YOU**  
Tracy Smith, Senior Correspondent/Anchor, Channel One Network

### **IV. PRESS PLAN**

Remarks – Open Press.  
Webside Chat – Open Press.

### **V. SEQUENCE OF EVENTS**

- **YOU** will be greeted by Representative Bruce Vento, Governor Jesse Ventura (T), Mayor Norm Coleman (T), and Milo Cutter upon arrival to City Academy.

- **YOU** will be announced onto the stage, accompanied by Representative Bruce Vento, Governor Jesse Ventura (T), Milo Cutter, and City Academy student.
- Milo Cutter, Principal, will make brief welcoming remarks and introduce Representative Bruce Vento.
- Representative Bruce Vento will make brief remarks and introduce Governor Jesse Ventura (T).
- Governor Jesse Ventura (T) will make brief remarks and introduce student.
- Student will make brief remarks and introduce **YOU**.
- **YOU** will make remarks.
- **YOU** will proceed to a stool to begin the "websiteside" chat.
- Tracy Smith will make opening remarks and introduce **YOU**.
- **YOU** will make opening remarks.
- Tracy Smith will begin the "websiteside" chat, and you will participate in a question and answer session.
- Upon conclusion of the question and answer session, **YOU** will make brief concluding remarks.
- Tracy Smith will conclude the "websiteside" chat.
- **YOU** will exit the stage, work a ropeline, and depart.

## **VI. REMARKS**

To be provided by Speechwriting.

## THE WHITE HOUSE

WASHINGTON

May 2, 2000

### ROUNDTABLE ON REFORMING AMERICA'S SCHOOLS

**DATE:** May 4, 2000  
**LOCATION:** Eastgate Elementary School  
Columbus, OH  
**EVENT TIME:** 3:55pm – 5:40pm  
**FROM:** Bruce Reed

#### I. PURPOSE

To participate in a roundtable discussion on school reform with school officials, school administrators, teachers and parents, and to recap the issues you have highlighted throughout your education reform tour.

#### II. BACKGROUND

Eastgate is an elementary school in the process of turning itself around and has substantially increased test scores during the past year. The school has hired two teachers through your class size reduction initiative, and four of the school's teachers are participating in the Columbus Public Schools' innovative Peer Assistance Review program, which offers mentors for new teachers and helps struggling teachers improve or leave the profession. The Columbus Public Schools are using proven strategies of reducing class size, expanding after-school and summer school, and raising standards to boost student achievement in their lowest-performing schools. Eastgate Elementary has approximately 200 students, all of whom wear school uniforms.

#### III. PARTICIPANTS

Greeters:

Rosa Smith, Superintendent, Columbus Public Schools  
Barbara Blake, Principal, Eastgate Elementary School

Program Participants:

**YOU**

Barbara Blake, Principal, Eastgate Elementary School

Roundtable Participants:

**YOU**

List of participant bios to be forwarded.

**IV. PRESS PLAN**

Ropeline with Students – Pool Press.

Remarks and Roundtable – Open Press.

**V. SEQUENCE OF EVENTS**

- **YOU** will be greeted by Rosa Smith, Superintendent, and Barbara Blake, Principal, upon arrival.
- **YOU** will work a ropeline with the students of Eastgate Elementary School.
- **YOU** will proceed to the gymnasium.
- The roundtable participants will be announced onto the stage.
- **YOU** will be announced onto the stage, accompanied by Barbara Blake, Principal.
- Barbara Blake, Principal, will make brief welcoming remarks and introduce **YOU**.
- **YOU** will make remarks and proceed to your seat at the table.
- **YOU** will participate in a roundtable discussion.
- Upon conclusion of the discussion, **YOU** will make brief remarks, work a ropeline, and depart.

**VI. REMARKS**

Roundtable Discussion – See suggested discussion sequence attached.

Remarks – To be provided by speechwriting.

**VI. ATTACHMENT**

- Suggested Discussion Sequence and Questions.

**THE TRIP**  
**of**  
**THE PRESIDENT**  
**to**  
**OWENSBORO, KENTUCKY**  
**and**  
**DAVENPORT, IOWA**

**May 3, 2000**

**Staff Copy**

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#### Walking Tour of Central High School; and Remarks to Quad Cities Community

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Remarks Tab H

#### Iowa Background

Political Background (including hot issues) Tab I

CEQ Hot Issues Tab J

Cabinet Affairs Hot Issues Tab K

Accomplishments Tab L

Wednesday, May 3, 2000

**SCHEDULE OF THE PRESIDENT  
FOR  
WEDNESDAY, MAY 3, 2000**

*Final Schedule*

**SCHEDULING DIRECTOR:****STEPHANIE STREETT**

**HOME:** 202-332-5651  
**OFFICE:** 202-456-2823  
**WHCA PAGER:** 4824

**PRESS DESK:****KAREN BURCHARD**

**HOME:** 703-243-3656  
**OFFICE:** 202-456-7193  
**WHCA PAGER:** 4769

**TRIP COORDINATOR:  
(OWENSBORO, KENTUCKY AND  
DAVENPORT, IOWA)**

**JULIE EDDY**

**HOME:** 202-546-3838  
**OFFICE:** 202-456-5330  
**WHCA PAGER:** 4560

**TRIP COORDINATOR:  
(ST. PAUL, MINNESOTA)**

**STEPHEN LAMB**

**HOME:** 202-483-3905  
**OFFICE:** 202-456-7184  
**WHCA PAGER:** 4207

**ADVANCE LEAD:  
(OWENSBORO, KENTUCKY)**

**ED HUGHES**

**CELL:** 202-607-6214  
**STAFF OFFICE:** 42-220  
**WHCA PAGER:** 4444

**ADVANCE LEAD:  
(DAVENPORT, IOWA)**

**SEAN KENNEDY**

**CELL:**  
**STAFF OFFICE:** 45-220  
**WHCA PAGER:**

**ADVANCE LEAD:  
(ST. PAUL, MINNESOTA)**

**MARK SUMP**

**CELL:** 202-757-8501  
**STAFF OFFICE:** 31-220  
**WHCA PAGER:** 5886

**WEATHER:****OWENSBORO, KENTUCKY****WASHINGTON, D.C.****ST. PAUL, MINNESOTA****DAVENPORT, IOWA**

Wednesday, May 3, 2000

**SCHEDULE OF THE PRESIDENT  
FOR  
WEDNESDAY, MAY 3, 2000  
*Final Schedule***

8:20 am- **MEET AND GREET**  
8:25 am **DIPLOMATIC RECEPTION ROOM**  
Staff Contact: Nancy Herrreich

8:30 am **THE PRESIDENT** departs The White House via motorcade en route Andrews  
Air Force Base  
[drive time: 25 minutes]

8:55 am **THE PRESIDENT** arrives Andrews Air Force Base

9:10 am **THE PRESIDENT** departs Andrews Air Force Base via Air Force One en route  
(EDT) Fort Campbell, Kentucky  
[flight time: 1 hour, 35 minutes]  
[time change: - 1 hour]

9:45 am **THE PRESIDENT** arrives Fort Campbell  
(CDT)  
Greeters: Major General Robert T. Clark, Commanding General,  
101<sup>st</sup> Airborne Division  
Karen Clark

9:55 am **THE PRESIDENT** departs Fort Campbell via Marine One en route Audubon  
Elementary School Landing Zone  
[flight time: 45 minutes]

May 2, 2000 (8:46 PM)

Wednesday, May 3, 2000

10:40 am **THE PRESIDENT** arrives Audubon Elementary School Landing Zone

**Greeters:**

- Governor Paul Patton
- Mrs. Patton
- Lt. Governor Stephen Henry
- Treasurer Jonathan Miller
- Attorney General Ben Chandler
- Speaker Jody Richards, State House
- David Boswell, State Senator
- Sandi Boswell
- John Arnold, State Representative
- Jim Gooch, Jr., State Representative
- Brian Crall, State Representative
- Mark Treesh, State Representative
- Waymond Morris, Mayor of Owensboro
- Reid Haire, Daviess County Judge Executive
- Keith Cain, Daviess County Sheriff
- Jim Wood, Daviess County Commissioner
- Charlie Castlen, Daviess County Commissioner
- Bill Van Winkle, Daviess County Commissioner
- Mike Libs, Daviess County Clerk
- Stuart Silberman, Superintendent, Daviess County
- Diane Embry, Principal, Audubon Elementary School
- Jeanette Tichner, Regional Director, Kentucky Education Association
- Joy Grey, President, Davis County Education Association
- Margret Pickrill, Building Representative

**Note:** AmeriCorps volunteers will also greet the President at this time.

10:50 am **THE PRESIDENT** proceeds to Audubon Elementary School

10:55 am **THE PRESIDENT** arrives Audubon Elementary School

11:00 am-  
11:30 am  
[12:00pm-  
12:30pmEDT]

**CLASSROOM INTERACTION EVENT**  
**MS. DAVIDSON'S CLASSROOM – ROOM 77**  
Audubon Elementary School  
Staff Contact: Bruce Reed  
Event Coordinator: Julie Eddy  
**POOL PRESS**

**Note:** There will be approximately 21 students in attendance.

-- **The President** reads to third- and fourth-grade class.

-- **The President**, assisted by Crystal Davidson, Teacher, and LaTanya Carter, fourth-grade student, reads questions from a computer to the class.

May 2, 2000 (8:46 PM)

Wednesday, May 3, 2000

**Note: The President will be greeted by former-Senator Wendell Ford, Jr., Mary Margaret (Mimi) Davis, and Stockley Davis, following the Classroom Interaction Event.**

11:40 am-  
12:40 pm  
[12:40pm-  
1:40pmEDT]

**REMARKS TO OWENSBORO COMMUNITY  
GYMNASIUM.**  
Audubon Elementary School  
Remarks: Paul Glastris  
Staff Contact: Bruce Reed  
Event Coordinator: Julie Eddy  
**OPEN PRESS**

**Note: There will be approximately 400 guests in attendance.**

- Off-stage announcement of Lt. Governor Stephen Henry, Superintendent Stuart Silberman, and Crystal Davidson.
- Off-stage announcement of **the President**, accompanied by Governor Paul Patton, Secretary Richard Riley, Principal Diane Embry, and Karen Cecil Parent.
- Principal Diane Embry makes brief welcoming remarks and introduces Governor Paul Patton.
- Governor Paul Patton makes brief remarks and introduces Secretary Richard Riley.
- Secretary Richard Riley makes brief remarks and introduces Karen Cecil.
- Karen Cecil makes brief remarks and introduces **the President**.
- **The President** makes remarks, works a ropeline, and departs.

12:50 pm-  
2:20 pm

**DOWN TIME/HOLD FOR PRESS FILING TIME**

**Note: The President will participate in a greet with student body at this time.**

2:25 pm **THE PRESIDENT** proceeds to Audubon Elementary School Landing Zone

2:30 pm **THE PRESIDENT** arrives Audubon Elementary School Landing Zone

2:40 pm **THE PRESIDENT** departs Audubon Elementary School Landing Zone via Marine One en route Fort Campbell  
[flight time: 45 minutes].

3:25 pm **THE PRESIDENT** arrives Fort Campbell

May 2, 2000 (8:45 PM)

Wednesday, May 3, 2000

3:40 pm **THE PRESIDENT** departs Fort Campbell via Air Force One en route Quad City International Airport, Moline, Illinois  
[flight time: 1 hour, 15 minutes]

4:55 pm **THE PRESIDENT** arrives Quad City International Airport

Greeters: Governor Tom Vilsack  
Lt. Governor Sally Pederson  
Philip Yerington, Mayor of Davenport  
Stanley Leach, Mayor of Moline  
Bill Ward, Mayor of East Moline  
Mark Schwichert, Mayor of Rock Island  
Colonel Thomas Nielsen, Civil Air Patrol  
3 Civil Air Patrol TBD

5:10 pm **THE PRESIDENT** departs Quad City International Airport via motorcade en route Central High School  
[drive time: 20 minutes]

**Note: The President will place a call to Senator Tom Harkin at this time.**

5:30 pm **THE PRESIDENT** arrives Central High School

Greeters: Jim Blanche, Superintendent, Davenport School District  
Henry Caudle, Principal, Central High School  
Ricky Harris, Senior Class President  
Kelly Witt, Student Body President  
Wayne Kratz, President, Davenport Education Association  
Gary Blinkinsop, Building Representative

5:35 pm-  
6:00 pm  
[6:35pm-  
7:00pm EDT]

**WALKING TOUR OF CENTRAL HIGH SCHOOL**  
**CENTRAL HIGH SCHOOL**  
Staff Contact: Bruce Reed  
Event Coordinator: Julie Eddy  
**PRE-POSITIONED POOL**

-- **The President** is lead on a tour of the school by Principal Henry Caudle, Barb Hess, Teacher, and Ricky Harris.

**Note: Governor Paul Patton, Lt. Governor Sally Pederson, Superintendent Jim Blanche, and Kelly Witt, will be led on a separate tour of the school at this time.**

May 2, 2000 (8:45 PM)

Wednesday, May 3, 2000

6:05 pm-  
7:05 pm  
[7:05pm-  
8:05pm EDT]

**REMARKS TO QUAD CITIES COMMUNITY  
AUDITORIUM  
Central High School  
Remarks: Josh Gottheimer  
Staff Contact: Bruce Reed  
Event Coordinator: Julie Eddy  
OPEN PRESS**

**Note: There will be approximately 2,500 guests in attendance.**

- Off-stage announcement of the **President**, accompanied by Governor Tom Vilsack, Principal Henry Caudle, and Barb Hess.
- National Anthem is performed by Central High School Band.
- Principal Henry Caudle makes brief remarks and introduces Governor Tom Vilsack.
- Governor Tom Vilsack makes brief remarks and introduces Barb Hess.
- Barb Hess makes brief remarks and introduces the **President**.
- The **President** makes remarks, works a ropeline, and departs.

**Note: The President will be greeted by AmeriCorps volunteers prior to departure.**

7:20 pm-  
7:25 pm

**POLICE/DRIVER PHOTOGRAPHS  
HALLWAY  
Central High School**

7:25 pm

**THE PRESIDENT** departs Central High School via motorcade en route Quad City International Airport  
[drive time: 20 minutes]

7:45 pm

**THE PRESIDENT** arrives Quad City International Airport

**Note: White House Staff families will greet the President at this time.**

8:00 pm

**THE PRESIDENT** departs Quad City International Airport via Air Force One en route Minneapolis/St. Paul International Airport, St. Paul, Minnesota  
[flight time: 1 hour]

9:00 pm

**THE PRESIDENT** arrives Minneapolis/St. Paul International Airport

**Greeters:** Carlos Rosas

May 2, 2000 (8:45 PM)

Wednesday, May 3, 2000

9:15 pm **THE PRESIDENT** departs Minneapolis/St. Paul International Airport via motorcade en route The St. Paul Hotel  
[drive time: 20 minutes]

9:35 pm **THE PRESIDENT** arrives The St. Paul Hotel

**BC RON** **THE ST. PAUL HOTEL**  
**ST. PAUL, MINNESOTA**

**HRC RON** **THE WHITE HOUSE (T)**  
**WASHINGTON, D.C.**

May 2, 2000 (8:45 PM)

A

THE WHITE HOUSE  
WASHINGTON

May 2, 2000

00 MAY 2 4:51

**EDUCATION ACCOUNTABILITY EVENT**

**DATE:** May 3, 2000  
**LOCATION:** Audubon Elementary School  
Owensboro, KY  
**EVENT TIME:** 11:00am – 12:40pm  
**FROM:** Bruce Reed

**I. PURPOSE**

To kick off your School Reform Tour and highlight Audubon Elementary School to illustrate how an agenda of high standards, real accountability, and proven investments can raise student achievement and turn around failing schools across the country. You will also call on Congress to enact your Educational Accountability Fund, which requires states to help turn around failing schools or shut them down.

**II. BACKGROUND**

Audubon Elementary School is an award-winning school in the Daviess County School District. Although two-thirds of its students are in poverty, Audubon ranks 18<sup>th</sup> in the state in student achievement. In a speech to Kentucky students, educators, and policymakers, you will remind Americans that demographics need not be destiny when it comes to meaningful school reform. You will highlight:

**AN EXECUTIVE ORDER TO TURN AROUND FAILING SCHOOLS.** You will announce that you are signing an Executive Order that directs the Department of Education to compile and publish key data on low-performing schools across the country, and to help states fix those schools. The Order asks Secretary of Education Richard Riley to: 1) help states and districts turn around low-performing schools, by providing technical assistance and disseminating research; 2) make federal education programs more responsive to low-performing schools; 3) submit an annual education accountability report that identifies trends in low-performing schools, the resources they are receiving to turn themselves around, and what strategies are most effective; and 4) send teams of monitors into up to 15 states each year to make sure states are complying with accountability requirements and help them get results.

**KENTUCKY'S ACCOUNTABILITY STRATEGY AND REFORM RESULTS.** Speaking ten years after Kentucky's landmark education reform legislation was passed,

you will praise the state for its leadership in standards-based reform and accountability. Kentucky has successfully intervened to improve many of its low-performing schools, by providing critical resources to offer extended learning, teacher training, expanded technology and literacy initiatives. After having been identified as performing below expectations on state assessments, Audubon Elementary today ranks 18<sup>th</sup> statewide in student performance among elementary schools. Since 1994, even with two-thirds of its students in poverty, Audubon has boosted the percentage of students scoring at a level of "proficient" and "distinguished" on state assessments from 12 percent to 57 percent in writing; 5 percent to 70 percent in reading; and 0 percent to 64 percent in science. All across Kentucky, some of the highest performing schools are former low-performing and high-poverty schools.

**STANDARDS, ACCOUNTABILITY AND INVESTMENT.** Since taking office, you and the Vice President have made accountability and investment in proven strategies the heart of your education reform agenda. You made standards a core part of federal education policy, through Goals 2000 and the ESEA. Since 1992, the federal investment in elementary and secondary education has nearly doubled. Last year, you also proposed and Congress enacted a \$134 million Accountability Fund, which provides funds to states and school districts to turn around failing schools and gives students in a failing school the right to choose a higher-performing public school. Today, you will call on Congress to send you a true reform bill that includes the education accountability measures you have proposed – require states and school districts to turn around failing schools or shut them down, make sure teachers know the subject they're teaching, end social promotion, by giving students the help they need to meet high standards, adopt sound, fair discipline codes, and give parents school report cards. You will also call on Congress to pass an education budget that invests in reducing class size, strengthening teacher quality, expanding after school and summer school, repairing and modernizing schools and other key priorities. Only by investing more and demanding more, you will point out, can we make school reform work for all our students.

### III. PARTICIPANTS

#### Classroom Visit Participants:

##### **YOU**

Crystal Davidson, Teacher, Audubon Elementary School

Crystal Davidson teaches a multi-grade class of 3<sup>rd</sup> and 4<sup>th</sup> grade students. Ms.

Davidson was hired with federal class size reduction funds, and her class is known locally as the "Clinton Classroom".

Twenty-one 3<sup>rd</sup> and 4<sup>th</sup> grade students

#### Program Participants:

##### **YOU**

Secretary Richard Riley

Governor Paul Patton

Diane Embry, Principal, Audubon Elementary School

Karen Cecil, Parent, Audubon Elementary School

*Karen Cecil is the mother of three daughters, all of whom attended Audubon Elementary School. Her youngest daughter, Emily, is currently a fourth grade student at Audubon. Ms. Cecil is actively involved in the school as a member of the school site council, and can speak to the changes and improvements at Audubon Elementary School.*

#### **IV. PRESS PLAN**

Classroom Visit -- Pool Press.

Remarks -- Open Press.

#### **V. SEQUENCE OF EVENTS**

- YOU will be greeted by local elected officials upon arrival via Marine One to Audubon Elementary School.
- YOU will proceed to Ms. Davidson's classroom, and will participate in a reading lesson with the students.
- YOU will depart the classroom and will be greeted by former Senator Wendell Ford, Jr. and guests.
- YOU will proceed to the gymnasium.
- YOU will be announced onto the stage, accompanied by Secretary Richard Riley, Governor Paul Patton, Diane Embry, and Karen Cecil.
- Diane Embry, Principal, Audubon Elementary School, will make brief remarks and introduce Governor Paul Patton.
- Governor Paul Patton will make brief remarks and introduce Secretary Richard Riley.
- Secretary Richard Riley will make brief remarks and introduce Karen Cecil, Parent, Audubon Elementary School.
- Karen Cecil, Parent, will make brief remarks and introduce YOU.
- YOU will make remarks, work a ropeline, and depart the gymnasium.
- YOU will proceed outside and greet the students of Audubon Elementary School.
- YOU will depart Audubon Elementary School.

#### **VI. REMARKS**

To be provided by Speechwriting.

**B**

Draft 5/3/00 12:30 a.m.  
Glastris

**PRESIDENT WILLIAM J. CLINTON  
REMARKS ON TURNING AROUND FAILING SCHOOLS  
AUDUBON ELEMENTARY SCHOOL  
OWENSBORO, KENTUCKY  
May 3, 2000**

Acknowledgments: Gov. Patton; Former Sen. Wendell Ford (born in Owensboro community of Yellow Creek); Lt. Gov. Steve Henry (mother Wanda a 25-year veteran of Daviess—pronounce *Davis*-- County school system)

It is a delight to be here today. I'm told that I am the first sitting President to visit Owensboro since Harry Truman. President Truman always did have good taste. I know you that a terrible tornado came through here in January. We tried to do our part in Washington to help. But while the physical scars are still evident, I can see that the spirit of this community remains strong. Even your wonderful Panthers bounced back, and almost won the championship again this year.

Flying in today from Louisville by helicopter, over the farms and wooded hills of this beautiful state, I got a view of Kentucky that few Kentuckians have the privilege of seeing—and if you do get the chance I highly recommend it. On the ground here in Owensboro, I've been given a view of school reform that few Americans have ever seen. And so I am here today, on the first stop of a two-day school reform tour, because I want the American people to understand that there are places in this country that have met one of our nation's most perplexing challenges: how to bring educational excellence to public schools, even in the most economically disadvantaged communities. Now, it's time to bring the reforms we know work to every low-performing school in America.

I'm here in Kentucky this morning to show how an entire state can identify and turn around its low-performing schools with high standards, accountability, and investments to help schools meet those standards. Later today, I'll be in Davenport, Iowa, to highlight the importance of having modern school buildings for our children. Tomorrow, I'll visit the nation's first charter school in St. Paul, Minnesota, where the public schools are thriving with more competition and accountability. I'll finish up tomorrow in Columbus, Ohio, where the schools are doing everything right, including raising teacher quality—and getting good results in the classroom.

Ever since Sec. Riley and I were young governors 20 years ago, we've been wrestling with the challenge of how to improve education, especially in disadvantaged communities. It's a challenge governors are still working on. Just today, Gov. Carper of Delaware is signing landmark school accountability legislation in his state. It's a challenge Gov. Patton has been working on it ever since he was a member of the Prichard Committee for Academic Excellence

in the 1980s. I remember talking to him about Kentucky's education reform experiment in 1992 when he was Lt. Governor and I was running for President. So I've been keenly aware of Kentucky's efforts, and for those who are less familiar, let me summarize them.

First, beginning in 1990, you set high standards for what all Kentucky school children should know. Second, you identified the schools where year after year students failed to learn enough to meet those standards. Third, you held these schools accountable for turning themselves around, with real consequences for failure, from dismissing principals and teachers to allowing parents to transfer their children into higher-performing public schools. And fourth, you provided the investment necessary to help these schools turn around, from more teacher training to high-quality preschool, afterschool and summer school for students.

The results have been nothing short of extraordinary. The vast majority of the dozens of schools identified by the state as low-performing have improved—and some, like Audubon, have improved dramatically. You went from 12 percent of your students meeting or exceeding the state standard on writing tests 57 percent meeting or exceeding the standard. From 5 percent meeting or exceeding the state reading standard to 70 percent; and from zero students meeting or exceeding the state standards in science to 64 percent. Audubon is now the 18<sup>th</sup> best-performing elementary school in the state, despite the fact that two-thirds of your students qualify for free and reduced-price school lunch. In fact, throughout the state, 10 of the top 20 best-performing elementary schools in science are schools where half the students are eligible for free and reduced-price school lunch. You've proven, beyond a doubt, that poverty need not be destiny—that all our children are capable of learning at high standards in the public schools.

I believe that turning around failing schools should be one of our great national missions of the 21<sup>st</sup> Century. The moment is right. America is at a point unparalleled prosperity and national self-confidence. We have the largest, most diverse group of students in our public schools in history. We have an economy in which education has become the indispensable key to success in life. And after 20 years of intense experimentation with school reform--on the local, state, and national level—we now have overwhelming evidence about what works to turn around low-performing schools. Setting high standards. Demanding accountability. And providing the extra help for children to meet those high standards. In short, investing more in our schools, and demanding more of our schools.

This is the strategy Vice President Gore and I have followed for seven years.

Since 1993, we've cut hundreds of federal programs in order to reduce the deficit and improve the economy. Yet we've also nearly doubled investment in education and training. We've required states to set academic standards for what their students should know, and also provided more resources to help states create and implement higher standards. We're reducing class sizes in the early grades with the help of 100,000 new, highly-trained teachers--and I'm delighted that Audubon has used some of that money to hire a new teacher, Crystal Davidson. I'm especially delighted that you refer to her as the "Clinton teacher."

When I became President, there was only one independent public charter school in the whole nation: City Academy in St. Paul, Minnesota, which I'll be visiting tomorrow. Today,

with the help of federal investment, there are over 1700 charter schools, and we are well on our way to meeting our goal of 3000.

With the help of Vice President Gore's E-rate program, we now have nearly three-quarters of all classrooms in America connected to the Internet, up from only 3 percent in 1993. We'll probably reach 100 percent by the end of the year, with one major exception: those schools that are literally too old and dilapidated to be wired for the Internet. Later today in Davenport, Iowa I'll be talking about the need to modernize our school building.

Our strategy of investing more and demanding more is producing real results. Math and reading scores are rising across the country, with some of the greatest gains in some of the most disadvantaged communities. Last year, for the first time in history, the high school graduation rate for African American students was the same as the graduation rate for white students. Today, 67 percent of all high school graduates now go on to college, up 10 percent since 1993. We've made that possible with the largest expansion of college opportunity since the GI bill, including the creation of our HOPE scholarship tax credits, education IRAs, more-affordable student loans, and more Pell Grants. And it's worth noting that scores on college entrance exams are rising even as more students from disadvantaged backgrounds are taking the test.

We have proven that we know how to lift the educational attainment of our most disadvantaged students. Yet there are still thousands of schools that fail to give children the education they need to enter the mainstream of American prosperity. To turn those schools around, we need what the Vice President has called a revolution in education—a revolution governed by the strategy that has brought us to this point—of investing more, and demanding more.

That is why I have sent Congress an Education Accountability Act, to fundamentally change the way the federal government invests in our schools -- to support more of what we know works, and to stop supporting what we know does not work. It would require all states that accept federal money to do what Kentucky has done. Identifying low-performing schools, and investing in turning them around. Ending social promotion, but investing in afterschool, summer school, and reading tutors for children who need it. Putting reasonable discipline codes in every school, and a qualified teachers in every classroom. Empowering parents with report cards on the performance of every school.

I have also asked Congress to double the investment we made last fall in my Education Accountability Fund, to turn around low-performing schools, or shut them down. School districts can use this money to make the kind of sweeping systematic changes that have been proven so effective here in Kentucky.

But if, for whatever reason, a school doesn't turn around, my Education Accountability Fund can be used to allow parents to transfer their students out of these failing schools and into better-performing public schools, including charter schools.

**To make this accountability strategy work nationwide, we must have the courage to do what Kentucky has done. We must identify those schools that are failing their students.**

Only then can we help them turn around. And so today, I am pleased to announce that I am directing Secretary Riley to provide me with an annual failing schools report. This report will tell us, for the first time, how many of our nation's public schools are failing, in which states they are located, and what each state is doing to turn them around.

Second, even as we press Congress to strengthen our accountability laws, we must ensure that states fulfill their accountability obligations under existing law. Therefore, I am directing the Secretary to send teams to states to make sure that the states are meeting their responsibilities to turn around low-performing schools. These teams will work with states to apply successful reform strategies and identify federal resources, such as afterschool grants, which they can use to turn these schools around.

The actions I am taking today will help us to spread the lesson we have learned during the last seven years to every state and every school district in America: in education, investment without accountability is a waste of money; accountability without investment is a waste of effort. Neither will work without the other. If we want our students to learn more, we need both.

Ten years ago, when things looked pretty grim for our public schools, Al Shanker, the late, great head of the American Federation of Teachers, said something wise to his fellow teachers. He said that we have to be willing to tell the American people the bad news about our public schools, so that when the schools begin to turn around and we have good news to report, they'll believe us. Well, today, here in Kentucky, and across America, there is good news to report about our schools. I think the American people will not only believe us, but they'll want us to keep going forward with what works, until we reach what ought to be our ultimate goal: a world-class education for every child in America.

Thank You.

**C**

May 2, 2000

**MEMORANDUM FOR THE PRESIDENT****FROM:** Minyon Moore and Orson Porter, Office of Political Affairs**SUBJECT:** Kentucky Political Briefing**PRESIDENTIAL ELECTION RESULTS**

<b>1992</b>			<b>1996</b>		
Clinton/Gore	665,095	45%	Clinton/Gore	636,614	46%
Bush/Quayle	617,196	41%	Dole/Kemp	623,283	45%
Perot/Stockdale	203,968	14%	Perot/Choate	120,396	9%

**YOUR RECENT TRAVEL**

**YOU** were last in Hazard on July 5, 1999 to speak about the New Markets Initiative.

**YOU** were in Louisville on August 10, 1998 participate in a rally on the Patients Bill of Rights and to appear at a luncheon for Senate candidate Rep. Scotty Baesler (D).

**YOU** were in Carrollton on April 9, 1998 to lead a round table discussion with tobacco farmers, community leaders, and children.

**OTHER RECENT PRINCIPAL TRAVEL**

The Vice President and Mrs. Gore were last in Kentucky on May 1, 1999 to attend the Kentucky Derby.

**2000 TARGETED CONGRESSIONAL ELECTION****3<sup>rd</sup> Congressional District**

On April 25, the loss of a key labor endorsement, a cash shortage and opposition from party leaders combined to force attorney Chad Jennings (D) to quit his bid to challenge Representative Anne Northup (R-03). Jennings endorsed the Democrats' other prominent candidate, state Representative Eleanor Jordan (D). Though Northup has raised substantially more money than Jordan, she has failed to carry the Louisville-based 3<sup>rd</sup> District by more than 4 points. Recent FEC reports show that Northup has raised \$448,805 for the first quarter of 2000, while she's spent \$37,836 and has \$942,103 cash-on-hand. Her likely opponent, Jordan, has raised \$194,143 in the first quarter, has spent \$86,432, and has \$331,430 cash-on-hand. Two other candidates, Raymond Abbott (D) and Burrell Farnsley (D), are still in the race, but they are running limited campaigns. Jordan has won key endorsements from Governor Paul Patton (D) as well as the DCCC.

**6<sup>th</sup> Congressional District**

Rep. Ernie Fletcher (R) has raised \$253,299 according to the latest FEC report. Fletcher now has \$949,993 in the bank. Former Rep. Scotty Baesler (D) has raised \$251,852 according to the latest FEC report. Baesler has \$588,745 in the bank. The American Medical Association has

refused to endorse Fletcher, after a previous endorsement in 1998, because he did not vote in favor of a patient's right bill.

A poll conducted on April 6-13 by Lexington Community College showed Baesler with 46%, Fletcher with 41%, 13% are undecided.

### **1999 GUBERNATORIAL ELECTION RESULTS**

Kentucky had one of the nation's three most watched gubernatorial races in 1999. In the May 25 primary, which had a record low partisan turnout (4.5%), publicist Peppy Martin (R) defeated businessman David Williams (R) 55% - 48%. Martin faced popular Governor Paul Patton (D) in the fall election. Patton received 61% of the vote and defeated Martin.

Patton, thanks to a voter-approved constitutional amendment that passed in 1992, became the first governor in two centuries to win consecutive terms.

### **1998 SENATE ELECTION RESULTS**

Rep. Jim Bunning (R) won the race to replace the retiring Senator Wendell Ford (D) by narrowly defeating Rep. Scotty Baesler (D) 50% - 49%. The race was decided by only 7,060 votes.

### **1998 CONGRESSIONAL ELECTION RESULTS**

#### **1<sup>st</sup> Congressional District: Edward Whitfield (R), 3<sup>rd</sup> term**

Rep. Edward Whitfield (R) defeated Tom Barlow (D) 55% - 45%. Barlow also ran unsuccessfully for the seat in 1992 and 1994.

#### **2<sup>nd</sup> Congressional District: Ron Lewis (R), 4<sup>th</sup> term**

Rep. Ron Lewis (R) easily defeated Bob Evans (D) 64% - 36%. Evans also ran unsuccessfully for the seat in 1986 and 1992.

#### **3<sup>rd</sup> Congressional District: Anne Northup (R), 2<sup>nd</sup> term**

Rep. Anne Northup (R) narrowly defeated former Kentucky Attorney General Chris Gorman (D) 52% - 48%.

#### **4<sup>th</sup> Congressional District: Ken Lucas (D), 1<sup>st</sup> term**

Ken Lucas (D) narrowly defeated Gex "Jay" Williams (R) 53% - 47%. The 65-year-old Lucas is the oldest freshman in the 106<sup>th</sup> Congress. Lucas is a conservative Democrat who opposes abortion, and supports school prayer, gun owner's rights, and capital punishment. Jim Bunning (R) vacated the seat to run for U.S. Senate.

Republican leaders, once confident of finding challengers to Lucas, are starting to wonder whether they will find a well-known candidate. After the November election, capturing the Northern Kentucky seat has quickly become a GOP priority in 2000. The three candidates challenging Lucas are businessman Don Bell (R), business consultant Roger Thoney (R), and computer systems analyst Scott Tooley (R), none of whom are well known.

#### **5<sup>th</sup> Congressional District: Harold "Hal" Rogers (R), 10<sup>th</sup> term**

Rep. Hal Rogers (R) handily defeated Sidley Jane Bailey-Barnes (D) 78% - 22%.

### **6<sup>th</sup> Congressional District: Ernie Fletcher (R), 1<sup>st</sup> term**

Rep. Ernie Fletcher (R) won the race to replace retiring Scott Baesler (D), defeating Ernesto Scorsone (D) 54% - 46%.

### **1998 LOUISVILLE MAYORAL ELECTION RESULTS**

Mayor David Armstrong (D) handily won re-election by defeating his opponent 75% - 25%. He pledged to rejuvenate the city through programs and policies designed to strengthen neighborhoods, bolster job creation and establish housing in the community's urban core. He is a champion of downtown housing developments and is building a strong retail base in Louisville.

As chair of the Louisville Medical Center, Armstrong wants to make Louisville a leader in health science research, capable of attracting medical industry-related jobs. He also plans to open an Office of International Relations at City Hall to position Louisville in the global marketplace and to address the needs of immigrants in the community. Another key component of his economic development strategy is to redevelop the city's brownfields and free-up much needed land for job creation. Before being elected mayor, Armstrong served two terms as Jefferson County Judge/Executive.

Armstrong replaced Mayor Jerry Abramson (D), a former President of the U.S. Conference of Mayors, whose term was limited and expired in 1998.

### **HOT ISSUES**

#### **Kentucky Food Stamps Now Plastic**

More than 169,000 households in Kentucky are receiving food stamps electronically instead of by paper. The hope is that this new system will help the attorney general's office better discover fraud, helping to prosecute those guilty of taking advantage of the food stamp program. This computer-based system, known as Electronic Benefits Transfer, started one year ago in five counties across Kentucky. Kentucky is one of 30 states that joined by switching to the card system. In addition to being more secure, state officials also say that this system costs less. As for the federal government, it expects to save over a \$1 million in administering the food stamp program in Kentucky. The new program is also credited with reducing the stigma associated with using paper food stamp coupons.

#### **Farmers Split on Tobacco Contracts**

On April 27, the *Cincinnati Enquirer* reported that Philip Morris, the largest purchaser of U.S.-grown tobacco, has signed contracts with tobacco farmers to ensure the farmers that they will buy the entire crop. Steve Wood is one such tobacco farmer that has signed on to the contract with Phillip Morris. When the selling season begins this fall, Wood and other farmers like himself, could reap per-pound prices of up to 15 cents more than the government's support prices. While Wood and like farmers are satisfied with the contracts, other farmers and critics say the contracting program will exacerbate competition between tobacco growers, squeeze out the little guy and possibly doom the present quota system, which was designed to protect tobacco farmers. Since the inauguration of Phillip Morris' contracting program in February, many farmers have cautioned that the program could destroy the price supports that are supposed to provide a safety net for growers.

### **Grant To Give Schools Reading Help**

On April 26, the Department of Education announced a plan to help students in 168 elementary schools that would improve reading skills. Nearly \$9 million will be distributed from state and federal grants to improve several elementary reading programs. The funds will be distributed from two grant programs: the state-funded Kentucky Early Reading Incentive Grant and Program and the federally funded Reading Excellence Act. Funding will become effective on July 1, 2000. The program provides funds to support teachers of kindergarten through third grade children who are struggling with reading. Funds will also provide professional development and other supports for strategies that research has shown to be effective with struggling readers. Although all elementary schools were eligible to apply, low-performing schools were targeted for this year's grant selection, making 168 schools eligible.

### **Patton Signs Bills On Education, Tobacco Money**

On April 26, Governor Paul Patton (D) tied up the loose ends of this year's legislative session by signing into law the tobacco-settlement spending plan and two important education bills. The two education bills focus on middle school teachers, with an emphasis on math teachers, calls for spending \$6 million over the next two years for stipends to teachers wanting to hone their skills. The bills also establish a center for middle school academic achievement to assist teachers in the core disciplines of math, language arts, science and social studies as well as allow for improvements to the state's adult-education programs. In addition to signing the education bills, Patton signed a tobacco-settlement spending bill that sets up the Kentucky Agriculture Development Board. The board is made up of farmers, agriculture experts and state officials and will spend \$91 million over the next two years on statewide programs to help farmers get low-interest loans, cope with the cost of environmental compliance and diversify their crops. The bill also calls for \$49 million to be divided among 118 tobacco counties to be spent on local agricultural programs, and \$40 million to be paid directly to tobacco farmers hurt by quota cutbacks.

### **Bill On Child Car Deaths Signed**

On April 25, under a bill that Governor Paul Patton (D) signed into law, the death of a child who is left unattended in a vehicle will be treated as second-degree manslaughter. Patton hopes that this law will encourage people, providing child-care, to be more responsible with children. Many families who attended the Governor's bill signing have been pushing for this legislation so there would be no loopholes or questions about how to charge someone who left a child unattended in a vehicle. One such family, the Pucketts, suffered the loss of their son, Bryan, when he was left unattended in a car by the babysitter. The second-degree manslaughter charge in the bill is named after Bryan. In addition to legislation, the Puckett's are also pushing for public-service announcements.

### **Workers' Compensation Bill Now Law**

On April 24, Governor Paul Patton (D) said he plans to make a political issue of increased benefits for coal miners in key legislative races this fall. Patton signed a bill into law that will provide some help for injured workers, but will not help the many coal miners suffering from black lung, a sticking point with Patton. Patton blamed Senate Republicans for deleting those

black lung proposals from the final version of the bill. However, Republicans blame Democrats for politicizing the issue so that it prevented a compromise.

### **Jackson Returns to Louisville**

On April 23, Reverend Jesse Jackson led 2,000 people, many of them carrying signs with anti-police messages, in a peaceful rally through downtown Louisville. Jackson came to the city late last month to visit the family of a black car-theft suspect who was shot and killed by two white policemen in May 1999. Mayor Dave Armstrong fired the Louisville police chief after he approved commendations for the two white officers, setting off outrage in the black community.

### **President Unveils New Market Initiative**

On July 5, 1999, the President unveils the New Market Initiative Tour in Hazard. He began the day by speaking with Jean Collett and her father Ray Pennington at their home in Tyner. Then he traveled to Mid-South Electronics plant in Jackson County to speak with workers there. Finally, he went to the city of Hazard for the rally to open the tour. He was the first President in 35 years to visit this impoverished region of the country, where unemployment is more than twice the national rate.

### **POLITICAL DATA**

Governor:	Paul Patton (D)	51% in 1995
U.S. Senate:	Mitch McConnell (R)	56% in 1996
	Jim Bunning (R)	50% in 1998
U.S. House:	1D/5R	
State Senate:	18D/20R	
State House:	65D/35R	
Electoral Votes:	8	

### **CONGRESSIONAL DELEGATION**

Senator Mitch McConnell (R)	Senator Jim Bunning (R)
Rep. Edward Whitfield (R-01)	Rep. Ron Lewis (R-02)
Rep. Anne Northup (R-03)	Rep. Ken Lucas (D-04)
Rep. Harold Rogers (R-05)	Rep. Ernie Fletcher (R-06)

### **STATE CONSTITUTIONAL OFFICERS AND LEGISLATIVE LEADERS**

Governor:	Paul Patton (D)
Lt. Governor:	Steve Henry (D)
Secretary of State:	John Y. Brown III (D)
Attorney General:	Ben Chandler (D)
State Treasurer:	John Kennedy Hamilton (D)
State Auditor:	Edward Brian Hatchett Jr. (D)
Senate President:	David Williams (R)
Senate Minority Leader:	David Karem (D)
Speaker of the House:	Jody Richards (D)
House Majority Leader:	Gregory Stumbo (D)

## **KENTUCKY AT A GLANCE**

- Kentucky has an estimated population of just less than four million, making it the 24<sup>th</sup> most populous state in the nation.
- 91.7% of Kentucky residents are White, 7.1% are African American, 1% are Asian/Pacific Islander, and 1% are Hispanic.
- 13% of Kentucky residents are 65 or older.
- 59% of Kentucky residents are married, while 29% have children.
- 33% of Kentucky residents have a college degree.
- Turnout in the 1996 presidential election was 47% of the voting age population, compared to 55% in 1992.

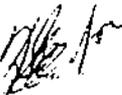
**D**



EXECUTIVE OFFICE OF THE PRESIDENT  
COUNCIL ON ENVIRONMENTAL QUALITY  
WASHINGTON, D.C. 20503

May 2, 2000

MEMORANDUM FOR THE PRESIDENT

FROM: GEORGE T. FRAMPTON, JR.   
Acting Chair

SUBJECT: KENTUCKY ENVIRONMENTAL HOT ISSUES.

**EPA Determines Coal Ash is Not Hazardous Waste**

Last week, EPA announced its determination that coal combustion wastes do not warrant regulation as hazardous wastes under the Resource Conservation and Recovery Act (RCRA). Instead, the Agency plans to develop national standards to address wastes from coal burning plants that are presently either land disposed or used to reclaim mining sites. These new standards will be established through a rulemaking under RCRA for non-hazardous wastes, and will be adopted and implemented by industry and the states through state-run programs. EPA's determination also identified safe reuse of these materials -- such as wallboard and roadbeds -- that do not warrant further regulatory action. EPA acted as per a court ordered deadline, after a federal court declined to grant another extension request from the Agency.

Combustion waste is currently exempted from federal regulation. However, these wastes can contain toxic metals that, when improperly disposed, may pose a threat to public health and the environment. EPA's goal is to ensure that these wastes do not contaminate groundwater, a source of drinking water for more than half the U.S. population, or contaminate rivers, lakes and streams. If the states and industry do not take steps to adequately address these wastes in a reasonable amount of time, or if EPA identifies additional risks to public health, EPA will revisit this decision to determine whether a hazardous waste approach is needed. EPA will continue to evaluate new information it receives as it moves forward.

EPA's decision has been well received by industry and the states, as well as many in Congress representing states in the Midwest and Southeast. The environmental community is disappointed with EPA's decision, and will continue to press the Administration to regulate this waste stream as hazardous.

**If asked about this, you should say that EPA will continue to study the safe disposal of these wastes, and will take additional steps if necessary to ensure protection of human health and the environment. This Administration has a proven track record of providing the highest level of environmental protection while at the same time growing the economy and creating new jobs.**

## Mountaintop Mining

On April 17, the Department of Justice filed a brief with the Fourth Circuit Court of Appeals outlining the Administration's position on mountaintop mining. The enhanced regulatory approach described in the Administration's brief will provide strengthened protections for rivers and streams and ensure the integrity of the Clean Water Act and the Surface Mining Control and Reclamation Act (SMCRA), while safeguarding economic opportunities in West Virginia.

In October 1999, a District Court judge ruled that the West Virginia's permitting process for mountaintop mining operations is illegal. In response, Senator Byrd and other members of the West Virginia delegation sought legislative rider to overturn the court's ruling, which the Administration opposed. The rider failed. The judge eventually stayed his ruling, pending a final decision from the Court of Appeals.

Over the past several months, the Administration has actively sought a negotiated settlement with all parties to the litigation. The Administration remains committed to pursuing a negotiated settlement that will take into account the views of all parties, including the State of West Virginia, environmental interests, community members, industry, and labor. The Administration believes that a settlement is the best approach for achieving resolution on this issue. In order to comply with the court's deadline, however, the Administration did file a brief in the mountaintop mining case.

In addition, EPA and the Corps have proposed to amend their Clean Water Act regulations to conform their definitions of fill material, since the two agencies are currently operating under different definitions. This proposal will ensure uniformity across the federal government and help to clarify and support the federal government's position that mountaintop mining operations should be regulated by the Corps as a fill activity, rather than by EPA as a discharge of a pollutant. The proposed changes are currently in a public comment period.

The Department of the Interior is working with the State of West Virginia to provide guidance on how to process permit applications in light of the new regulatory interpretation that the federal government has outlined in its brief. In particular, the federal government is taking the position that permit applications must comply with the independent requirements of both the Clean Water Act and the surface mining law, and that compliance with one set of regulations does not satisfy the other.

National environmental groups and community groups in West Virginia are encouraged by the position that the Administration has taken in its brief, although they have concerns about the changes being proposed to the Clean Water Act regulations. The State of West Virginia is concerned about the "unilateral" actions that the federal government has taken, and feels that the federal government has violated agreements previously achieved with the state on mountaintop mining. The state is anxiously awaiting guidance on how to proceed with processing permit applications under the federal government's revised regulatory interpretation. Industry, labor, and the West Virginia Congressional delegation usually share the state's concerns on this issue.

If asked about this, you should say that because this matter is in litigation, you are limited in what you can say. However, the federal government has taken a position in support of a regulatory approach that will strengthen protections for rivers and streams, consistent with safeguarding economic opportunities in West Virginia.

## FYI

### *Paducah Gaseous Diffusion Plant*

On April 17, the Regional Association of Concerned Environmentalists filed suit against the Energy Department in an attempt to halt a proposed incinerator at the Paducah Gaseous Diffusion Plant in Kentucky. The suit alleges the DOE failed to study the full impact of the Vortec waste incinerator, which the group says "threatens to dump airborne radioactive and hazardous waste over western Kentucky and southern Illinois."

DOE plans to use Vortec to process 40,000 barrels of soil tainted by low levels of hazardous or radioactive waste into blocks of inert glass. The Vortec project had been delayed for five years by a similar court challenge, which was resolved after the DOE agreed to conduct a limited environmental impact assessment. Last month, the agency concluded the project would not have a significant impact on the environment.

### *Safety Records Erased At Energy Department Plants*

According to the *Louisville Courier-Journal*, operators of Energy Department uranium processing plants in Kentucky and Ohio erased hundreds of computerized safety and environmental records in 1993 without federal government approval. The breach of regulations by contractors at the Paducah and Portsmouth gaseous diffusion plants were so serious that the DOE considered shutting down the plants for safety reasons.

The items erased include inconsistent investigations of accidents, purposeful violations of health and safety rules by management, and use of old data and questionable analyses to assess environmental contamination. The contractors were ordered to fix some of the uncorrected problems, but were not fined. Critics of the DOE say the episode highlights their concerns that the government is too reliant plant operators for safety information, who are lax about safety and have too much leeway in setting their own standards. DOE said the safety of the public and workers was not an issue and the public should have full confidence that all the erased information was retrieved by a contractor hired by the agency.

**E**

THE WHITE HOUSE

WASHINGTON

00 MAY 2 PM 5:34

May 2, 2000

MEMORANDUM FOR THE PRESIDENT

FROM: THURGOOD MARSHALL, JR.  
IRMA MARTINEZ *IM*

SUBJECT: HOT ISSUES—OWENSBORO, KENTUCKY

**Economic Indicators:** The first quarter of 2000 was a mixed economic bag for Owensboro, Kentucky's third largest city. For example, construction is up but real estate and auto sales are going down. The building boom was largely due to repair work made necessary by the tornado that hit the area on January 3. (DOL)

**DOE Cleanup Activities at Paducah KY:** Environmental contamination and worker health problems at DOE's Paducah Gaseous Diffusion Plant in Paducah, KY have been the focus of extensive press coverage, an internal DOE report, a GAO report commissioned by Senator Bunning that is likely to be released this week, and a report commissioned by Governor Patton that was issued last week. All of the reports generally agree that the cleanup progress has been slow and underfunded.

Since the problems surfaced last year, DOE has worked aggressively to accelerate the pace of cleanup and increase the funding for the cleanup. Traditionally, Congress has cut DOE's budget requests for the site. Over the past two years, however, DOE has doubled the site's funding -- from \$36 million in FY 1999 to \$54 million in FY 2000 to \$78 million in FY 2001. In addition, for FY 2000, DOE included \$8 million in the supplemental budget request pending before Congress. The Commonwealth believes that cleanup funding for the site is not adequate. Officials from DOE, EPA, and the Commonwealth of Kentucky have generally agreed on cleanup priorities for the site. (DOE)

**Kentucky Environmental Audit Law:** Kentucky is one of several states that have adopted a state environmental audit law. The law allows operators of industrial facilities to conduct voluntary evaluations of their compliance with environmental laws and either disclose violations in exchange for protection against penalties or shield information discovered during the audit as "private to the company." EPA believes this law will hamper Kentucky's ability to enforce environmental laws and could affect EPA's ability to approve Kentucky's applications for delegated authority on a number of environmental programs. EPA is working with the state to develop a legislative solution that could be submitted to the State Legislature for approval. (EPA)

**Proposed Southern Kentucky Regional Airport, Bowling Green:** Governor Patton has requested that FAA include a new regional airport for Warren County in the National Plan of Integrated Airport Systems (NPIAS) as a replacement for Bowling Green Airport. Senator McConnell has also expressed his support for the new airport. Entry into the NPIAS is a prerequisite for being considered for federal funding under the Airport Improvement Program. The purpose of the proposed airport is to attract cargo operators to develop the economy of the region. (DOT)

**Ten Commandments Resolution Signed by Governor:** In April, Gov. Patton signed a resolution passed by the General Assembly that would permit schools to display the Ten Commandments under certain conditions. If a local school board opts to display the Commandments, it must demonstrate an academic need in a secular context for the display. Another part of the resolution requires the KY Department of Facilities to relocate a monument displaying the Ten Commandments on state property. A lawsuit against the resolution is likely. (DOEd)

**Task Force Formed on Learning Gap:** On April 6, The KY Department of Education announced the formation of a Minority Achievement Task Force, which will study the issue and find ways school districts can help narrow the gap. The gap between black and white achievement stretches across every subject on Kentucky's statewide public school test. For example, in fourth-grade math on the statewide test, white students have outscored their black peers by nearly 20 points for the past five years. Reading, science and social studies have a gap of between 10 and 13 points. In addition, black students are under-identified in gifted and advanced-placement classes, and over-identified in special education programs. (DOEd)

**NOTE:** On June 15, you and Mrs. Clinton (Vice President's role TBD) will host a White House Strategies Session on Education with a focus on Hispanic students. The strategies session will establish 5 goals, including the reduction of the Achievement Gap within the Hispanic student population. (OCA)

**F**

**PRESIDENT CLINTON AND VICE PRESIDENT GORE'S  
ACCOMPLISHMENTS: KENTUCKY**

**EXPANDING ECONOMIC OPPORTUNITY FOR ALL**

- **Unemployment Down to 4.1%:** The unemployment rate in Kentucky has declined from 6.3% to 4.1% since 1993.
- **289,700 New Jobs:** 289,700 new jobs have been created in Kentucky since 1993 -- an average of 40,899 per year, compared to average of 30,575 jobs each year during the previous administration.
- **262,700 New Private Sector Jobs:** Since 1993, 262,700 new private sector jobs have been created—an average of 37,087 jobs per year, compared to an average of just 22,850 private sector jobs per year in the previous administration.
- **31,800 New Manufacturing Jobs:** 31,800 manufacturing jobs have been created in Kentucky since 1993 -- an average of 4,489 jobs per year. In contrast, an average of only 1,900 manufacturing jobs were created each year during the previous administration.
- **20,600 New Construction Jobs:** 20,600 construction jobs have been created in Kentucky since 1993 -- an average of 2,908 jobs per year. In contrast, an average of only 950 construction jobs were created each year during the previous administration.
- **160,000 Have Received a Raise:** Approximately 91,000 Kentucky workers benefited from an increase in the minimum wage—from \$4.25 to \$4.75 -- on October 1, 1996. They, along with about 69,000 more, received an additional raise—from \$4.75 to \$5.15 -- on September 1, 1997.
- **Poverty Has Fallen:** Nationally, the poverty rate has fallen from 15.1% in 1993 to 12.7% in 1998. In Kentucky, the poverty rate has fallen from 20.4% in 1993 to 14.7% in 1998 -- down 5.7% under President Clinton. [Census Bureau]
- **A \$500 Child Tax Credit to Help Families Raising Children:** To help make it easier for families to raise their children, the balanced budget included a \$500 per-child tax credit for children under 17. **Thanks to President Clinton, the balanced budget delivers a child tax credit to 423,000 families in Kentucky.**
- **Business Failures Down 22.6%:** Business failures have dropped 22.6% per year since 1993, after increasing 11.7% per year during the previous 12 years [Oct 98 data].
- **Homeownership Has Increased in Kentucky:** Homeownership in Kentucky has increased from 69.0% to 73.9% since 1993.
- **Home Building Up 5.7%:** Home building has increased by an average of 5.7% per year since 1993, after increasing only 2.4% per year during the previous administration.
- **Over \$25,000 of Reduced Federal Debt for Every Family of Four:** The national debt will be \$1.7 trillion lower in FY99 than projected in 1993 -- that's \$25,000 less debt for each family of four in Kentucky this year.

## EXPANDING ACCESS TO EDUCATION

- **Over 15,200 Children in Head Start:** 15,281 Kentucky children were enrolled in Head Start in 1999. In FY00, Kentucky will receive \$84.9 million in Head Start funding, an increase of \$39.3 million over 1993.
- **More High-Quality Teachers With Smaller Classes for Kentucky's Schools:** Thanks to the Class Size Reduction Initiative, Kentucky received \$19.6 million in 1999 to hire about 505 new, well-prepared public school teachers and reduce class size in the early grades. President Clinton secured funding for a second installment of the plan, giving Kentucky an additional \$21.3 million in 2000.
- **\$7.1 Million in Goals 2000 Funding:** This year [FY00], Kentucky receives \$7.1 million in Goals 2000 funding. This money is used to raise academic achievement by raising academic standards, increasing parental and community involvement in education, expanding the use of computers and technology in classrooms, and supporting high-quality teacher professional development. [Education Department, 12/3/99]
- **Nearly \$7 Million for Technology Literacy:** This year [FY00], Kentucky receives \$6.8 million for the Technology Literacy Challenge Fund which helps communities and the private sector ensure that every student is equipped with the computer literacy skills needed for the 21<sup>st</sup> century.
- **\$129.8 Million for Students Most in Need:** Kentucky receives \$129.8 million in Title I Grants (to Local Educational Agencies) providing extra help in the basics for students most in need, particularly communities and schools with high concentrations of children in low-income families [FY00]. This includes \$2.2 million in accountability grants, to help states and school districts turn around the worst performing schools and hold them accountable for results.
- **\$127.8 Million in Pell Grants:** This year [FY00], Kentucky will receive \$127.8 million in Pell Grants for low-income students going to college, benefiting 61,369 Kentucky students.
- **Expanded Work-Study To Help More Students Work Their Way Through College:** The FY00 budget includes a significant expansion of the Federal Work Study program. Kentucky will receive \$12.3 million in Work-Study funding in 2000 to help Kentucky students work their way through college.
- **Over 1,700 Have Served in Kentucky through AmeriCorps:** Since the National Service program began in 1993, 1,756 AmeriCorps participants have earned money for college while working in Kentucky's schools, hospitals, neighborhoods or parks. [through 2/00]
- **Tuition Tax Credits in Balanced Budget Open the Doors of College and Promote Lifelong Learning:** The balanced budget included both President Clinton's \$1,500 HOPE Scholarship to help make the first two years of college as universal as a high school diploma and a Lifetime Learning Tax Credit for college juniors, seniors, graduate students and working Americans pursuing lifelong learning to upgrade their skills. This 20% tax credit will be applied to the first \$5,000 of tuition and fees through 2002 and to the first \$10,000 thereafter. **58,000 students in Kentucky will receive a HOPE Scholarship tax credit of up to \$1,500. 70,000 students in Kentucky will receive the Lifetime Learning Tax Credit.** [fully phased-in FY2000 estimate]

- **Expanded Job Training to Kentucky's Dislocated Workers:** Thanks to President Clinton, the FY99 budget includes a significant expansion in the dislocated worker program. Kentucky will receive \$17.1 million in 1999 to help 10,150 of Kentucky's dislocated workers get the training and reemployment services they need to return to work as quickly as possible.

## **FIGHTING CRIME AND VIOLENCE**

- **Violent Crime Falls 38% in Kentucky:** Under the Clinton-Gore Administration, America has experienced the longest continuous drop in crime on record. Since 1992, Kentucky's violent crime has fallen 38%.
- **Juvenile Arrests Down in Kentucky:** Kentucky's juvenile crime arrests have decreased 63% between 1992 and 1997, (as measured by the crime index). [FBI, Uniform Crime Report, 1992 and 1997]
- **1,216 More Police:** The President's 1994 Crime Bill has funded 1,216 new police officers to date in communities across Kentucky. [through 1/00]
- **Reducing Crime with Drug Courts:** Working to reduce drug-related crime in Kentucky, the Clinton Administration has awarded a Drug Court grant to the community of Bowling Green. The Administration had previously awarded grants to a number of Kentucky communities including: Covington, Elizabethtown, Newport, Owensboro, Paris, Shelbyville, Louisville, Frankfurt, Fulton, Hickman and Winchester. Drug courts use the coercive power of the criminal justice system to combine drug testing, sanctions, supervision and treatment to push nonviolent, drug-abusing offenders to stop using drugs and committing crimes.
- **\$12.7 Million to Combat Domestic Violence:** Through the Violence Against Women Act, Kentucky has received \$12.7 million in federal funds since FY95 to establish more women's shelters and bolster law enforcement, prosecution and victims' services. And in October 1999, the University of Louisville was awarded nearly \$500,000 to help address sexual assault, domestic violence, and stalking on campus. [through FY99]
- **Nearly \$850,000 in Grants for Battered Women:** In FY99, Kentucky received nearly \$850,000 in HHS's Family Violence Prevention Program grants to assist women and children fleeing domestic abuse.
- **\$6.5 Million to Keep Drugs & Violence Out of Kentucky's Schools:** Kentucky receives \$6.5 million in FY00 for the Safe & Drug Free Schools Program, which invests in school security and drug prevention programs.

## **MOVING KENTUCKY RESIDENTS FROM WELFARE TO WORK**

- **134,435 Fewer People on Welfare:** There are 134,435 fewer people on welfare in Kentucky now than there were at the beginning of 1993 -- a 59% decrease. [through 6/99]
- **Child Support Collections Up 99%:** Child support collections have increased by \$93 million—or 99% -- in Kentucky since FY92. [through FY98]
- **Encouraging Responsible Choices—Preventing Teen Pregnancy in Kentucky:** Since 1993, President Clinton and Vice President Gore have supported innovative and promising teen pregnancy prevention strategies, with significant components of the strategy becoming law in the 1996 Personal Responsibility Act. The law requires unmarried minor parents to stay in

school and live at home or in a supervised setting; encourages "second chance homes" to provide teen parents with the skills and support they need; and provides \$50 million a year in new funding for state abstinence education activities. Efforts are making a difference, adolescent pregnancy rates and teen abortion rates are declining. **And between 1991 and 1997, teen birth rates declined 13.5% in Kentucky.**

- ***\$34.4 Million for Kentucky Welfare-to-Work:*** In 1998, Kentucky received \$17.7 million in Federal welfare-to-work state formula grants (the state matched \$8.9 million in funding), helping Kentucky welfare recipients get and keep jobs. In addition, \$7.8 million in competitive grants were awarded to Kentucky localities to support innovative welfare-to-work strategies. Part of the President's comprehensive efforts to move recipients from welfare to work, this funding was included in the \$3 billion welfare to work fund in the 1997 Balanced Budget Act.
- ***Helping People Get to Work:*** Through the Access to Jobs initiative, the Clinton-Gore Administration is working with communities across the country to design transportation solutions to help welfare recipients and other low-income workers get to and from work. Kentucky received \$1.033 million this year to fund an innovative transit project.

#### INVESTING IN KENTUCKY'S HEALTH

- ***Health Care for Over 18,500 Uninsured Kentucky Children:*** In 1997, President Clinton passed the largest single investment in health care for children since 1965 -- an unprecedented \$24 billion over five years to cover as many as five million children throughout the nation. This investment guarantees the full range of benefits that children need to grow up strong and healthy. Two million children nationwide have health care coverage thanks to the President's plan, including 18,579 in Kentucky. [HHS, Health Care Financing Administration, FY99 SCHIP enrollment data]
- ***Helping Nearly 122,000 Kentucky Women and Children with WIC:*** The Clinton Administration is committed to full funding in the Special Nutrition Program for Women, Infants and Children (WIC). In FY99, Kentucky received \$64.8 million in total WIC grant funding, helping 121,847 women, infants and children in need receive health and food assistance, 7,600 more than in 1994. [through 8/99]
- ***More Toddlers Are Being Immunized:*** As a result of the President's 1993 Childhood Immunization Initiative, childhood immunization rates have reached an historic high. According to the CDC, 90% or more of America's toddlers received the most critical doses of each of the routinely recommended vaccines in 1996, 1997, and again in 1998 -- surpassing the President's 1993 goal. In Kentucky in 1998, 94% of two-year olds received the vaccines for diphtheria, tetanus, pertussis; 92% received the vaccine for polio; 92% received the vaccine for measles, and 95% received the vaccine for *Haemophilus influenzae* B, the bacteria causing a form of meningitis.
- ***Funding for HIV/AIDS Assistance Programs:*** In FY 2000, Kentucky will receive over \$2 million in Ryan White Title II formula grants. This funding provides people living with HIV and AIDS medical and support services. Also through the Ryan White Act, Kansas will receive over \$2.6 million for state AIDS Drug Assistance Programs (ADAPs), which help those without insurance obtain much needed prescription drugs. There has been a tenfold

increase in ADAP funding in the last four years, up from \$52 million in 1996 to \$528 million in 2000. [HHS, Health Resources and Services Administration, 4/7/00]

- **Tobacco Plan Will Cut Smoking and Premature Deaths by 50% in Kentucky:** The Clinton Administration's tobacco proposal, combined with the recently enacted state tobacco settlements, will cut youth smoking and resulting premature deaths 50% in Kentucky by 2004. Between 2000 and 2004, 62,700 of Kentucky's youth will be kept from smoking and 20,100 will be spared a premature tobacco-related death. [Treasury Dept., 2/99]
- **1,730,000 Americans in Kentucky Cannot Be Assured They Have Patient Protections:** Even if Kentucky enacted all the protections in the Patients' Bill of Rights, 1,730,000 people in Kentucky cannot be assured they have the comprehensive patient protections recommended by the President's Advisory Commission. This is because the Employee Retirement Income Security Act (ERISA) may preempt state-enacted protections. That is why the President has called on Congress to pass a federally enforceable patients' bill of rights so that everyone enrolled in managed care may have a basic set of protections. Notably, 860,000 Kentucky women are in ERISA health plans and are therefore not necessarily protected. Women are particularly vulnerable without these protections because they are greater users of health care services, they make three-quarters of the health care decisions for their families, and they have specific health care needs addressed by a patients' bill of rights.

## PROTECTING THE ENVIRONMENT

- **11 Toxic Waste Sites Cleaned Up:** Since 1993, the EPA has completed 11 Superfund toxic waste cleanups in Kentucky. The sites are located in Calvert City (2), Auburn, Dayhoit, Island, Sheperdsville, Olaton, West Point, Mayfield, Howe Valley and Brooks. This is nearly three times the number of sites cleaned up in Kentucky during the previous twelve years combined. [through 3/1/00]
- **\$11.8 Million in Safe Drinking Water Funding:** This year [FY00], thanks to President Clinton, Kentucky will receive \$11.8 million for the Drinking Water State Revolving Funds to provide low-interest loans to municipalities to build, improve, and prevent pollution of drinking water systems.
- **Revitalizing Brownfields in Louisville:** As part of the Clinton-Gore Administration's efforts to clean up Brownfields, the EPA has awarded grants to Louisville, Kentucky for environmental clean-up and economic revitalization. This project is intended to jump-start local clean-up efforts by providing funds to return unproductive, abandoned, contaminated urban properties to productive use.

## SPEARHEADING RURAL RENEWAL EFFORTS

- **Revitalizing Kentucky's Communities:** The Kentucky Highlands were designated a Rural Empowerment Zone in December, 1994 and were awarded \$40 million to create more jobs, housing, and economic opportunity for area residents. In addition, Louisville was designated an Enterprise Community and was awarded \$3 million for similar efforts. McCreary was also designated an Enterprise Community and was awarded \$1.6 million. In 1999, Louisville

was designated a Strategic Planning Community and Bowling Green was named a Rural Enterprise Community.

- Expanding the Low-Income Housing Tax Credit Will Help Develop 2,700 To 3,200 New Affordable Housing Units in Kentucky Over the Next 5 years: Last year, the President and Vice President pushed for a 40-percent expansion in the Low-Income Housing Tax Credit. This year, the President and Vice President will try again to enact tax incentives to develop affordable housing. In Kentucky alone, this proposal would mean an additional 2,700 - 3,200 quality rental housing units for low-income American families during the next five years.

#### **PROVIDING DISASTER RELIEF**

- **\$208.7 Million in Federal Emergency Assistance:** Since 1993, Kentucky has received \$208.7 million in disaster relief. This includes \$27 million in assistance for victims of severe winter storms, severe storms, tornadoes and flooding in 1998. [FEMA, 2/29/00]

#### **EXPANDING FUNDS FOR TRANSPORTATION IMPROVEMENT**

- **Over \$1.2 Billion in Federal Highway Aid:** Since 1993, Kentucky has received over \$1.2 billion in federal highway aid, including \$5 million for emergency relief in response to natural disasters. These funds have helped generate 54,197 jobs. [through FY99]
- **Over \$294.3 Million in Aviation Funds:** From FY93-FY99 Kentucky received over \$294.3 million in Airport Improvement Program funds to help build and renovate airports, and, when necessary, to provide funds for noise abatement to improve the quality of life for residents who live near airports.
- **Over \$134.6 Million in Transit Funds:** Kentucky has received over \$134.6 million in Federal Transit funds since 1993.
- **Saving Lives and Property:** In 1999, the United States Coast Guard saved 11 lives and \$539 million of property in Kentucky.

**G**

**THE WHITE HOUSE**

WASHINGTON

May 2, 2000

00 MAY 2 PM 8:52

**SCHOOL CONSTRUCTION EVENT**

**DATE:** May 3, 2000  
**LOCATION:** Central High School  
Davenport, IA  
**EVENT TIME:** 5:30pm – 7:05pm  
**FROM:** Bruce Reed

**I. PURPOSE**

To highlight your commitment to help states and localities build and modernize 6,000 schools nationwide and conduct emergency repairs on 5,000 schools annually, and to release a new Education Department guide for communities facing school construction challenges.

**II. BACKGROUND**

Built in 1907, Central High is one of several schools that the Davenport School District plans to renovate to accommodate new technology, upgrade facilities, and ensure a good learning environment for students. You will point out that the tough accountability measures you have called for cannot have force unless we also invest in our students and schools to help them reach high standards. You will call on Congress to pass a budget that includes your school construction proposals and helps communities like Davenport address the infrastructure crisis created by rising enrollment and aging buildings. You will highlight:

**A NEW COMMUNITY RESOURCE GUIDE ON SCHOOL DESIGN.** You will release a new report from the U.S. Department of Education, "Schools as Centers of Community: A Citizen's Guide For Planning and Design." The report serves as a resource for educators, planners and community members to meet the challenge of providing effective educational facilities. It highlights methods of providing safe, up-to-date learning environments. The report includes a planning guide for local communities and examples of innovative school designs around the country. You will also note that replacing, repairing and updating school facilities is an ongoing need that requires commitment from government at all levels.

**THE NEED FOR SCHOOL RENOVATION AND CONSTRUCTION IS A NATIONAL PRIORITY.** A report last year by the National Center for Education Statistics pointed out that school buildings begin rapid deterioration after 40 years – and that the average public school in America is 42 years old. Moreover, rising student enrollment means that communities around the country have to build an additional 2,400 schools by 2003. A

1996 report by the U.S. General Accounting Office (GAO) estimated the cost of bringing America's schools into overall good condition to be at least \$112 billion. Today, the National Education Association will release a report that puts that cost at \$322 billion, more than double the GAO figure from just four years ago. Clearly, you will note, school modernization is a national priority that demands a national response.

**AMERICA MUST HONOR ITS COMMITMENT TO OUR SCHOOLS.** You sent a plan to Congress to that would provide \$24.8 billion in tax credits to states and local districts to build and modernize 6,000 schools nationwide. And your budget includes an emergency school construction initiative that would provide \$1.3 billion to states and school districts for emergency repairs on 5,000 schools a year. Today, you will call again on Congress to enact this plan and give America's schoolchildren the resources and facilities they need to meet high standards.

### III. PARTICIPANTS

Greeters:

Jim Blanche, Superintendent, Davenport School District  
Henry Caudle, Principal, Central High School  
Ricky Harris, Senior Class President  
Kelly Witt, Student Body President

Walking Tour Participants:

**YOU**

Henry Caudle, Principal, Central High School  
Barb Hess, Social Studies Teacher, Central High School  
Ricky Harris, Senior Class President (will lead tour)

Program Participants:

**YOU**

Governor Tom Vilsack (D-IA)  
Henry Caudle, Principal, Central High School  
Barb Hess, Social Studies Teacher, Central High School

*Barb Hess has taught at Central High School for 38 years, and is currently the Social Studies department head. She also was a student at Central High School, and graduated from the school in 1956. Ms. Hess can speak to the need for renovation of the science class rooms (which have not been renovated since she was a student there), expansion of the classroom size, updating of the ventilation system, and other modernizations necessary at the school.*

### IV. PRESS PLAN

Walking Tour -- Pre-positioned Pool Press.  
Remarks -- Open Press.

## **V. SEQUENCE OF EVENTS**

- **YOU** will be greeted by Jim Blanche, Henry Caudle, and student TBD upon arrival at Central High School.
- **YOU** will take a walking tour of Central High School.
- **YOU** will proceed to the auditorium.
- **YOU** will be announced onto the stage, accompanied by Governor Tom Vilsack, Henry Caudle, and Barb Hess.
- Henry Caudle, Principal, will make welcoming remarks and introduce Governor Tom Vilsack.
- Governor Tom Vilsack will make brief remarks and introduce Barb Hess, teacher.
- Barb Hess, teacher, will make brief remarks and introduce **YOU**.
- **YOU** will make remarks, work a ropeline, and depart.
- **YOU** will greet AmeriCorps volunteers prior to departure.

## **VI. REMARKS**

To be provided by Speechwriting.

**H**

**PRESIDENT WILLIAM J. CLINTON  
REMARKS ON SCHOOL CONSTRUCTION  
CENTRAL HIGH SCHOOL  
DAVENPORT, IOWA  
May 3, 2000**

**Ack:** Sen. Harkin [*not present – but has been a major force behind our effort to modernize schools across the nation – and right here in Iowa*]; Ed Sullivan, President of the Building and Construction Trades; Barb Hess [*has been teaching at Davenport for 38 years, and graduated from school in 1956*]

I'm so glad to be back in Davenport. I remember coming here during the final days of my campaign for president back in 1992. And I remember talking with you about health care, the economy, and, of course, the Riverbandits [*local minor league baseball team*]. When I came back here in 1993, in the aftermath of the devastating floods, I recall how inspired I was by the strength of your community, and your eagerness to help one another through a particularly trying time.

Today, I am glad to report that the ground is dry, the sun is out, and the Mallards [*local minor league hockey team*] are on their way to winning another Colonial Cup. And one thing hasn't changed a bit: the strong will and enduring spirit of Davenport is as powerful as it has ever been. The people are still willing to stand by one another ... always ready to face the next challenge.

As part of my school reform tour, I'm here today to speak with you about one of the greatest challenges of the 21st Century: the importance of turning around low performing schools, so that all our children get the education they need and deserve.

This school district has taken up that challenge: you've set standards for what all your students should know and be able to do. You've put in place assessments to see if they're meeting those standards. You're giving students help to meet them – from afterschool to smaller classes. You've set a goal to help all students read at grade level. And to get there, this summer, for the first time, second graders who don't pass reading tests, will go to summer school to help them get back on track.

This strategy of investing more in our schools and demanding more from them works. I saw it this morning in Kentucky, which has turned around many of the worst performing schools through the same strategy of higher standards, real accountability, and investment in what works. But I've come to this school to make a particular point: We cannot expect our students to achieve high standards in school buildings that are substandard. I have a plan that demands more accountability, but at the same time invests more in the tools of learning. And a safe, modern school building is an essential tool.

The time is right to take on this challenge. As President Kennedy once said, the best time to fix the roof, is when the sun is shining. And today the sun is shining on Davenport, and on America. We are at a moment of unparalleled prosperity and national self-confidence, with 21 million new jobs, the lowest unemployment rate in 30 years, and the lowest African American and Hispanic unemployment rates on record. We have the largest, most diverse group of students in our public schools in history. We have an economy in which education has become the indispensable key to success.

We've worked hard over the last seven years to provide schools with the tools they need. In an era of fiscal discipline, we've nearly doubled investment in education and training, making key investments that help children meet high standards. We're reducing class sizes in the early grades with our program to hire 100,000 new, highly-trained teachers. And I'm delighted that the Davenport school district has received some of these resources to hire nine additional teachers in the first, second and third grades. We've provided an army of volunteer tutors and mentors through our Gear Up and America Reads programs. We've expanded Head Start and improved its quality. We've dramatically increased federal investment in afterschool and summer school, from \$1 million a year in 1997 to nearly half a billion dollars a year today -- and my new budget calls for us to double our funding and triple the number of students with access to afterschool. Finally, with the help of Vice President Gore's E-rate program, nearly three-quarters of all classrooms in America are now connected to the Internet, up from only 3 percent in 1993.

The fundamental lesson of the last seven years is clear: in education, investment without accountability is a waste of money; accountability without investment is a waste of effort. Neither will work without the other. If we want our students to learn more, we need both.

**Today, the Department of Education, with the help of Vice President Gore, is releasing a report, *Schools as Centers of Communities*, which suggests ways for educators, parents, and community members to help design and plan better schools. First, it highlights the importance of modernizing classrooms to enhance student-teacher interaction. Second, it stresses the importance of a healthy, safe and secure learning environment, with a focus on lighting and air quality. Lastly, it describes the substantial benefits that we know come from the use of modern technology in the classroom.**

But too many of our nation's schools are not only outdated and overcrowded -- they're falling apart.

Central High School is one of those schools. Dating back to 1907, when Theodore Roosevelt was President, Central was called, "a high school for the future." And in 1907 it was. Back then, the population of Davenport was around 39,000 -- nearly a third of what it is today. And Central High School had half the number of students that it does now walking these same halls ... filling these same classrooms:

Since then, your school has undergone several renovations. But much of its original infrastructure remains the same. As I saw earlier this afternoon, many of the science labs have the same furniture they did a century ago. Students still use the same wooden lockers that were

used when the school was built. And they still have to crack open the windows to ventilate their classrooms. Today, Central's classrooms are cramped and crowded – with an average of 24 students in classrooms that were built for 15. And the electrical system can't handle the demands of the latest technology.

Like most schools, Central High has always wanted to do better by its students. But when it comes to renovating the school, it simply hasn't had the resources to do so. A *Life Magazine* story from 1953, the same time Barb Hess was a student here, described the infrastructure of Central as "badly lighted, poorly ventilated, overcrowded, and always in need of repairs." That was nearly fifty years ago.

But that's all going to change this summer, when Central High gets the repairs that it has long deserved. Your classrooms are being modernized and expanded to handle rising student enrollment, computers and other new equipment. The school's electrical system is being upgraded, so that more students, in more rooms, can have access to the Internet. And a new ventilation system will not only keep the school more comfortable in both the winter and summer months, but fresh air will help keep students in better health.

Despite these improvements, there is still much more to be done. Even after this summer's \$7 million renovation, Central High School will still need an additional \$7 million of work. That's a big bill, and you simply shouldn't be left to handle it all on your own. No city should.

The children of the Baby Boomers are breaking enrollment records for the fourth year in a row. This academic year, 53.2 million students currently fill our elementary and secondary schools. That's nearly half a million more than last year. And fully one-third of our schools – 25,000 of them – need to be rebuilt or extensively repaired. **Four years ago, the GAO estimated that it will cost \$112 billion just to renovate America's schools. A new study released today by the National Education Association estimates that the total cost of repairing old schools, building new ones, and wiring all schools for the latest technology, will cost \$322 billion – nearly triple the GAO's earlier figure. That is a staggering number. It requires national attention.**

I've proposed a major School Construction Initiative to help communities build or modernize 6,000 schools all over America. I've also put forward a plan to give 5,000 schools the grants and loans for emergency repairs they so desperately need. For three years now, Republicans in Congress have stood in the way of progress, and stood in the way of better schools. It's time they put the education of our children first, and pass this pressing initiative without further delay. Americans should not tolerate outdated schools any longer.

In 1948, Harry Truman came through Davenport on Whistle Stop Tour, and berated Congress for not doing enough to move the country forward. He later said, "The nation cannot afford to waste human potential, as we are now, by failing to provide adequate elementary and secondary education for millions of children." Today, Truman's message still rings loud and clear: Everyone counts. Everyone deserves a chance. Everyone has a role to play. And we all do better when we help each other. That's why we must invest more and demand more in our

schools. That's what we owe to our children. That's what we owe to America's future. Thank you.



May 2, 2000

**MEMORANDUM TO THE PRESIDENT**

**FROM:** Minyon Moore and Linda Moore, Office of Political Affairs

**SUBJECT:** Iowa Political Background

00 MAY 2 PM 2:24

**YOUR VISIT**

Your visit to Davenport, Iowa to talk about school construction has been very warmly received by local, state and federal officials, particularly the two highest ranking Democrats, Senator Tom Harkin and Governor Tom Vilsack. Both Harkin and Vilsack have championed the need for increased school construction funding and have passed legislation at the federal and state levels, respectively, to address the issue.

**YOUR MOST RECENT TRAVEL**

You were last in Iowa on July 16, 1999. You led a school construction event at Amos Hiatt Middle School in Des Moines. You also attended two fundraising events benefiting Senator Tom Harkin. The first event was a dinner at the home of Jerry Crawford. The second event was a large reception at the Val Air Ballroom. You were accompanied by Senator Harkin, Governor Tom Vilsack, and Lt. Governor Sally Pederson all day.

**OTHER PRINCIPAL TRAVEL**

The Vice President and Mrs. Gore were last in Iowa January 20-24, 2000. They campaigned throughout the state before the Vice President won the Iowa Caucuses on January 24.

**2000 PRESIDENTIAL PRIMARY RESULTS**

<b>Democrats</b>		<b>Republicans</b>	
Vice President Gore	63%	Governor George W. Bush	41%
Bill Bradley	35%	Steve Forbes	30%
		Alan Keyes	9%
		Gary Bauer	9%
		Senator John McCain	5%
		Senator Orrin Hatch	1%

**1992 and 1996 PRESIDENTIAL GENERAL ELECTION RESULTS**

<b>1992</b>			<b>1996</b>		
Clinton	586,353	43%	Clinton	620,258	50%
Bush	504,891	37%	Dole	492,644	40%
Perot	253,468	19%	Perot	105,159	9%

**1998 STATE ELECTION RESULTS**

Governor Terry Branstad (R), who had served as governor of the state since 1983, declined to run again after 16 years in office. In a come-from-behind race, state Senator Tom Vilsack (D) defeated former Rep. Jim Ross Lightfoot (R) 53% to 46%. Republicans had held the seat since

1969. Chet Culver (D) picked up the Secretary of State's office and Patty Judge (D) retained the Secretary of Agriculture's office for the Democrats. Judge has the distinction of being the first woman to hold this post. Attorney General Tom Miller (D) and Treasurer Mike Fitzgerald (D) easily won reelection. Auditor Richard Johnson (R) is now the sole Republican among the state constitutional officers.

Senator Chuck Grassley (R) easily defeated former state Rep. David Osterberg (D) to win reelection to a fourth term, 68% to 31%. Rep. Jim Leach (R-01) won his rematch with former state Senator Bob Rush (D) 57% to 43%. Rep. Jim Nussle (R-02) defeated attorney Rob Tully (D) 55% to 44%. Rep. Leonard Boswell (D-03) easily defeated state Senator Larry McKibben (R) 57% to 41%. Rep. Greg Ganske (R-04) easily won reelection against political unknown John Dvorak (D), a carpenter. Rep. Tom Latham (R-05) had no opposition.

Republicans gained two seats in the state House and one seat in the state Senate to retain majority control of both chambers.

### STATEWIDE ELECTED OFFICIALS/LEGISLATIVE LEADERSHIP

Governor Tom Vilsack (D)  
Lt. Governor Sally Pederson (D)  
Secretary of State Chet Culver (D)  
Auditor Richard D. Johnson (R)

Treasurer Michael Fitzgerald (D)  
Attorney General Tom Miller (D)  
Secretary of Agriculture Patty Judge (D)

#### House: 56R/44D

Speaker Brent Siegrist (R)  
Majority Leader Christopher Rants (R)  
Minority Leader Dave Schrader (D)

#### Senate: 30R/20D

President Mary Kramer (R)  
Majority Leader Stewart Iverson (R)  
Minority Leader Michael Gronstal (D)

**Governor Vilsack.** On Monday, May 1, Governor Vilsack and Lt. Governor Pederson visited **Davenport**, the site of your visit, as part of their post-legislative session flyaround. On Tuesday, May 2, Vilsack addressed the Press Club in **Washington** (along with Governor Ed Schafer (R) of North Dakota) on agriculture policy. Governor Vilsack has said his overarching goals for the state are: "We need more Iowans. We need younger Iowans. We need better-paid Iowans."

**2000 State Legislative Session.** The 2000 state legislature adjourned on Wednesday, April 26, after a contentious session between Governor Tom Vilsack (D) and the Republican leadership. The most prominent issues of the session were education, the budget, elder care, abortion, gay rights and tobacco. Governor Vilsack praised the GOP for working together with Democrats on some legislation, but criticized the Republicans for failing to pass legislation to require trigger locks on guns, reform campaign financing, simplify the tax system and require ethanol be sold at gas stations. The session lasted for 108 days -- a full week over its original adjournment date. Legislators are not paid for extra days over the scheduled 100 days for the session.

**Education.** The \$959 million education bill was one of the most contentious issues remaining between Vilsack and the Republicans at the end of the session. Both sides agreed to an increase of about \$19 million in the overall education budget, which includes only \$1.3 million more for regents' universities. Governor Vilsack had threatened to veto the Republicans' original plan because he thought that there was not enough funding for **higher education**. College students protested on campus and at the capitol. Governor Vilsack and the Republican leadership forged

a compromise, but the universities still fear they may need to increase tuition in order to fill in the funding gaps.

The legislature broke new ground when they agreed to devote \$50 million for the repair or replacement of aging school buildings – a cost that has traditionally been borne by local school districts. This is the first time the state has been a partner in local **school construction**. The state will borrow the money through bonds over the next three to five years.

The education bill also allocated \$5.2 million for a plan entitled "Empowerment." Empowerment is a program that allows local communities to direct **early education** for children 0-5 years of age. Fifty-six of Iowa's 99 counties currently participate in the program.

Governor Vilsack had planned to sign a Republican-backed charter schools plan that would have freed **charter schools** from many state regulations, but the plan died in committee.

The legislature will have to address **teacher pay** in the next session. A large number of Iowa's schoolteachers are reaching retirement age. At the same time, Iowa's teacher salaries are below the national average, which could make it difficult to attract new teachers. Governor Vilsack has tapped John Forsythe, CEO of Wellmark Insurance (formerly Blue Cross Blue Shield), to study and report on (in consultation with teachers' unions and other groups) teacher pay options for next year's legislative session. Republican leaders estimate that raising existing salaries to the national average would cost \$150 million.

**Budget.** The legislature passed the \$4.9 billion general fund budget, which includes the \$959 million education bill. The budget year begins July 1 and ends June 20, 2001. The general fund budget will grow about 2.7% next year. Governor Vilsack and lawmakers accomplished that by shifting some spending into other funds, such as the infrastructure fund and a new fund created by a court settlement with the major tobacco companies. When those funds are included, total spending will increase by \$179 million, or about 3.6%, for a total of \$5.1 billion. While the increase is above the rate of inflation, it is one of the smallest increases in recent years.

This year, about \$490 million will be kept in reserve and will go untouched. These dollars are kept in reserve in case of a natural disaster or a severe downturn in the economy.

**Elder care.** Last month, the Department of Health and Human Services informed Governor Tom Vilsack that it will approve the governor's request for an amendment to the state's Medicaid plan, thereby allowing Governor Vilsack to implement a proposed long-term care program for Iowa's senior population. However, HHS also informed Governor Vilsack that HCFA will move quickly to issue a final regulation ending the federal funding stream for this program (i.e., "intergovernmental transfers") – and for other states which have similar approvals from HHS. Nevertheless, Governor Vilsack was very pleased with the decision because it allows him to fund his program for at least one year, and it provides the state ample notice to begin planning for alternative funding mechanisms.

The elder care plan developed by Governor Vilsack and passed by the legislature will support independence through programs that provide alternatives to institutionalization. These programs are consumer directed, contribute to quality of life, improve access to or delivery of long-term health care services to underserved persons and areas, and help contain or reduce the cost as well as improve the quality of health care services. A long-term care trust fund will be created to:

- Provide grants for conversion of existing Medicaid nursing facility space to assisted-living programs and other long-term care alternative services;
- Provide grants for development of long-term care service development, such as adult day care respite, transportation, program for all-inclusive care for the elderly (PACE), and other home and community based on actual resident service needs;
- Cover program administration costs relative to implementation of the long-term care program.

**Abortion.** Governor Vilsack was strongly criticized by the Catholic Church for vetoing legislation in mid-April that would have required a 24-hour "informed consent" waiting period before an abortion can be performed. Vilsack, who is Catholic and adopted, countered the criticism by saying the Catholic Church should channel its anti-abortion zeal into a push for more adoptions and progress on other children's issues. Governor Vilsack said that he objects to a waiting period that "presupposes" women don't seriously consider a decision to end a pregnancy.

**Gay Rights.** The state House and Senate voted along party lines to nullify a gay rights executive order signed by Governor Vilsack last fall. Republicans contend that Governor Vilsack overstepped his authority by, in effect, rewriting a law. The executive order expanded affirmative action protections for state employees to include sexual orientation and gender identity, and separately gave state agencies power to waive their own rules.

**Tobacco.** On April 17, Governor Vilsack signed two tobacco-related laws and welcomed the announcement that a \$31 million installment had arrived from Iowa's \$1.9 billion share of the national tobacco settlement. The new laws increase tobacco fines starting on July 1. The penalty for a minor's first offense would jump to \$50 from \$25; for a third offense, the fine would climb to \$250 from \$150. Community work also would be required. There is also a fine of \$100 to \$500 for store clerks who sell cigarettes to minors.

**Tax cuts.** The budget was stretched too tight to permit big tax cuts similar to the ones the legislature approved the past several years. However, retirees benefited from tax cuts. Beginning with the 2001 tax year, the amount of pension income excluded from state taxation will increase to \$6,000 from \$5,000 for single taxpayers, and to \$12,000 from \$10,000 for couples.

Back-to-school shoppers got a tax break. The legislature approved a bill that eliminates the sales tax on clothing items under \$100 during the first weekend in August. Governor Vilsack believes the measure is a tax cut gimmick and will have limited benefit, but he will sign it. The state sales tax is 5 cents per dollar. Some cities and counties have adopted local sales taxes that add one to two points to the 5 percent state tax rate.

**Child abuse confidentiality rules.** After the January death of a two-year old Spirit Lake girl who was returned to the custody of her mother after having been placed in foster care, Iowans were in shock to learn of the child's living conditions that were reported later from her case file. The young girl's death received a great deal of media attention and spurred Governor Vilsack, himself a victim of abuse as a child, into legislative action. He signed a bill that allows the Governor and certain legislators to review some child abuse information so they can determine if local child welfare officials are acting properly.

**Vision Iowa.** The legislature also passed a plan called for by Governor Vilsack entitled "Vision Iowa." It is a \$300 million plan that for the first time commits the state to helping communities develop major entertainment and cultural attractions.

### **DAVENPORT**

The mayor of Davenport is **Phil Yerington** (D). He was reelected in November 1999. Rep. **Jim Leach** (R) represents Davenport. Davenport is an old, industrial Mississippi River city. The economy suffered during the 1980s, but is recovering by capitalizing on drawing tourists to riverboat gambling. The top employer is Genesis Medical Center. The major industries are electronics, telecommunications, healthcare, and grain processing.

On Monday, May 1, three Quad-City school districts approved the settlement terms of a 1997 lawsuit filed against healthcare administrator Wellmark (formerly Blue Cross Blue Shield of Iowa). The Davenport, Bettendorf and Pleasant Valley districts were among 40 plaintiffs in the suit, which alleged that Wellmark committed fraud, breach of contract, breach of fiduciary responsibility and negligence while administering healthcare plans for counties, cities, school districts and public hospitals throughout Iowa in the 1980s and 1990s. The Davenport School District will receive \$1,242,433, plus costs through the settlement. Davenport's portion of the settlement will go back to the self-insurance fund since claims were originally paid out of that fund.

### **2000 ELECTIONS**

**U.S. House.** At this time, all congressional incumbents are considered safe for reelection this fall.

**State Legislature.** After the contentious 2000 session, the state legislative races will be the hot races to watch in Iowa this fall. Republicans are the majority in the House (56R/44D) and the Senate (30R/20D). As mentioned above, Governor Vilsack is the first Democrat to occupy the governor's office in 30 years. Democrats argue that Iowans should give him a Democratic legislature to help enact his programs. Republicans argue they should be kept in the majority as a check on the governor's spending. It has been 45 years since the Democrats controlled both the governor's office and the Legislature. House Minority Leader Dave Schrader has said that having a Democratic governor helped him recruit good candidates this year.

### **CONGRESSIONAL DELEGATION**

Sen. Tom Harkin (D), 3rd term/53%

Rep. Jim Leach (R-1), 12th/57%

Rep. Leonard Boswell (D-3), 2nd/57%

Rep. Tom Latham (R-5), 3rd/100%

Sen. Charles Grassley (R), 4th term/68%

Rep. Jim Nussle (R-2), 5th/55%

Rep. Greg Ganske (R-4), 3rd/65%

**Senator Harkin** sits on the Agriculture; Nutrition and Forestry (Ranking Mem.); Appropriations; Labor and Human Resources; and Small Business Committees. Harkin was one of your strongest defenders in the Senate during the impeachment proceedings.

**Senator Grassley** sits on the Agriculture; Nutrition & Forestry; Budget; Finance; Judiciary; Special Aging (Chair); and Joint Taxation Committees.

**Rep. Leach** (R) represents **Davenport** in the first congressional district. He sits on Banking & Finance (chair) and International Relations (Asia & the Pacific). In 1996, Clinton/Gore won this district with 54% of the vote, while Dole garnered 37% and Perot garnered 8%.

### STATE PARTY

Attorney and '98 congressional nominee **Rob Tully** was unanimously elected chair on April 10, 1999. (In 1998, he lost to Rep. Jim Nussle 55%-44%.) **Deb Turner** is the vice chair of the party. Long-time Democratic organizer **Kimberly Warkentin** became the state party's executive director on March 3, 1999.

### IOWA AT A GLANCE

- The 1998 estimated population of Iowa is 2,851,792. The percent change in the population from 1980 to 1990 is a decrease of 5%. Iowa ranks as the 30<sup>th</sup> most populous state in the nation.
- The population is 97% white, 2% African American, 1% Asian or Pacific Islander, and 2% Hispanic.
- Iowa is 61% urban and 39% rural. 78% of the residents were born in the state.
- 25% of the population is under the age of 18, 59% is between the ages of 18-64, and 15% is 65 years old and older.
- Median household income is \$33,877.

### DAVENPORT AT A GLANCE

- The population of Davenport is 97,010.
- The population of the first congressional district is 95% white, 3% African American, 1% Asian, and 2% Hispanic.
- The first congressional district is 61% is urban, 23% are college educated, and 12% is over the age of 65.
- In the first congressional district, 58% are married couples and 27% are married couples with children.
- The population is 57% white collar, while 26% are blue collar.
- Median household income is \$29,544.

**J**



EXECUTIVE OFFICE OF THE PRESIDENT  
COUNCIL ON ENVIRONMENTAL QUALITY  
WASHINGTON, D.C. 20503

00 MAY 2 PM 2:24

May 2, 2000

MEMORANDUM FOR THE PRESIDENT

FROM: GEORGE T. FRAMPTON, JR. *[Signature]*  
Acting Chair

SUBJECT: IOWA ENVIRONMENTAL HOT ISSUES

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**Conservation Payments to Farmers**

In January, the Vice President announced that the Administration will seek nearly \$1.3 billion in the FY 2001 budget for conservation programs that help family farmers take steps to protect water quality and the environment and to preserve farmland. This conservation package is part of a larger Administration budget proposal to strengthen the farm safety net.

There are three components to this proposal. The centerpiece is a new \$600 million program providing additional income to family farmers who voluntarily adopt comprehensive plans to curb erosion and protect water supplies from pesticide and nutrient runoff. Second, \$125 million will be used to provide additional opportunities for farmers to benefit through USDA's Conservation Reserve Program (CRP) for farmers to establish buffer strips along waterways to improve water quality. Lastly, \$550 million will be used to strengthen several other USDA programs, like the Environmental Quality Incentives Program, Wetlands Reserve Program, and Wildlife Habitat Incentives Program, to assist farmers with conservation and environmental efforts.

**If asked, you should say that farmers are the original stewards of our land and water. Despite the accomplishments made in recent years in stopping soil erosion and protecting water quality, farmers are facing ever increasing environmental challenges. That's why my Administration's new \$1.3 billion conservation initiative will help provide needed financial support to Iowa farmers as well as tremendous environmental benefits for the American people.**

**K**

THE WHITE HOUSE  
WASHINGTON

May 2, 2000

MEMORANDUM FOR THE PRESIDENT

FROM: THURGOOD MARSHALL, JR.  
IRMA MARTINEZ *IM*

SUBJECT: HOT ISSUES—DAVENPORT, IOWA

**Quad Cities Jobless Rate Declines:** The Quad City unemployment rate was 4.1 percent in March, a decline of 1 percent from February's 5.1 percent. The area's unemployment rate followed the declining trends of both the state of Illinois and the nation (Davenport is part of the Quad Cities area, most of which is in Illinois). Most of the job growth was due to seasonal factors, such as an increase in construction jobs, however, there were also gains in manufacturing, wholesale and retail trade, and the finance-insurance-real estate sector. The good news for job seekers, however, also reflects a local labor market shortage of skilled workers, making it difficult for employers to recruit. (DOL)

**New Safe Community in the Quad Cities to be Announced:** On May 3, Genesis Hospital in Davenport, Iowa, will be dedicated as a new NHTSA Safe Community serving the Quad Cities, at a Genesis Health System press conference. Leo Bressanelli, President and CEO of Genesis Health System has invited you to this event. (DOT)

**L**

## PRESIDENT CLINTON AND VICE PRESIDENT GORE'S ACCOMPLISHMENTS: IOWA

### EXPANDING ECONOMIC OPPORTUNITY FOR ALL

- **Unemployment Down to 2.2%:** The unemployment rate in Iowa has declined from 4.2% to 2.2% since 1993.
- **217,600 New Jobs:** 217,600 new jobs have been created in Iowa since 1993 -- an average of 30,720 jobs per year, compared to an average of just 20,025 jobs per year during the previous administration.
- **197,900 New Private Sector Jobs:** Since 1993, 197,900 new private sector jobs have been created in Iowa—an average of 27,939 jobs per year, compared to an average of just 17,825 private sector jobs per year in the previous administration.
- **27,600 New Manufacturing Jobs:** 27,600 manufacturing jobs have been created in Iowa since 1993 -- an average of 3,896 jobs per year. In contrast, an average of only 425 manufacturing jobs were created each year during the previous administration.
- **20,600 New Construction Jobs:** 20,600 construction jobs have been created in Iowa since 1993 -- an average of 2,908 jobs per year. In contrast, an average of only 1,800 construction jobs were created each year during the previous administration.
- **64,000 Have Received a Raise:** Approximately 6,000 Iowa workers benefited from an increase in the minimum wage—from \$4.25 to \$4.75 -- October 1, 1996. They, along with about 58,000 more, received an additional raise—from \$4.75 to \$5.15 -- on Sept. 1, 1997.
- **Business Failures Down 18.6% Per Year:** Business failures in Iowa have dropped an average of 18.6% per year since 1993, after increasing 18% per year during the previous 12 years [Oct. 98 data].
- **A \$500 Child Tax Credit to Help Families Raising Children:** To help make it easier for families to raise their children, the balanced budget included a \$500 per-child tax credit for children under 17. Thanks to President Clinton, the balanced budget delivers a child tax credit to 312,000 families in Iowa.
- **Homeownership Has Increased in Iowa:** Homeownership in Iowa has increased from 68.6% to 73.9% since 1993.
- **Over \$25,000 of Reduced Federal Debt for Every Family of Four:** The national debt will be \$1.7 trillion lower in FY99 than projected in 1993 -- that's \$25,000 less debt for each family of four in Iowa this year.

### EXPANDING ACCESS TO EDUCATION

- **Over 7,000 Children in Head Start:** 7,010 Iowa children were enrolled in Head Start in 1999. In FY00, Iowa will receive \$39.7 million in Head Start funding, an increase of \$19.5 million over 1993.
- **More High-Quality Teachers With Smaller Classes for Iowa's Schools:** Thanks to the Class Size Reduction Initiative, Iowa received \$9.4 million in 1999 to hire about 243 new, well-prepared public school teachers and reduce class size in the early grades. President Clinton secured funding for a second installment of the plan, giving Iowa an additional \$10.2 million in 2000.

- **Nearly \$4 Million in Goals 2000 Funding:** This year [FY00], Iowa receives \$3.9 million in Goals 2000 funding. This money is used to raise academic achievement by raising academic standards, increasing parental and community involvement in education, expanding the use of computers and technology in classrooms, and supporting high-quality teacher professional development. [Education Department, 12/3/99]
- **\$2.7 Million for Technology Literacy:** This year [FY00], Iowa receives \$2.7 million for the Technology Literacy Challenge Fund which helps communities and the private sector ensure that every student is equipped with the computer literacy skills needed for the 21<sup>st</sup> century.
- **\$54.2 Million for Students Most in Need:** Iowa will receive \$54.2 million in Title I Grants (to Local Educational Agencies) providing extra help in the basics for students most in need, particularly communities and schools with high concentrations of children in low-income families [FY00]. This includes over \$925,000 in accountability grants, to help states and school districts turn around the worst performing schools and hold them accountable for results.
- **\$87 Million in Pell Grants:** This year [FY00], Iowa will receive \$87 million in Pell Grants for low-income students going to college, benefiting 45,678 Iowa students.
- **Expanded Work-Study To Help More Students Work Their Way Through College:** The FY00 budget includes a significant expansion of the Federal Work Study program. Iowa will receive \$12.4 million in Work-Study funding in 2000 to help Iowa students work their way through college.
- **Over 1,000 Have Served in Iowa through AmeriCorps:** Since the National Service program began in 1993, 1,023 AmeriCorps participants have earned money for college while working in Iowa's schools, hospitals, neighborhoods or parks. [through 2/00]
- **Tuition Tax Credits in Balanced Budget Open the Doors of College and Promote Lifelong Learning:** The balanced budget included both President Clinton's \$1,500 HOPE Scholarship to help make the first two years of college as universal as a high school diploma and a Lifetime Learning Tax Credit for college juniors, seniors, graduate students and working Americans pursuing lifelong learning to upgrade their skills. This 20% tax credit will be applied to the first \$5,000 of tuition and fees through 2002 and to the first \$10,000 thereafter. **67,000 students in Iowa will receive a HOPE Scholarship tax credit of up to \$1,500. 82,000 students in Iowa will receive the Lifetime Learning Tax Credit.** [fully phased-in FY2000 estimate]
- **Expanded Job Training to Iowa's Dislocated Workers:** Thanks to President Clinton, the FY99 budget includes a significant expansion in the dislocated worker program. Iowa will receive \$5.4 million in 1999 to help 3,200 of Iowa's dislocated workers get the training and reemployment services they need to return to work as quickly as possible.

## **FIGHTING CRIME AND VIOLENCE**

- **668 More Police:** The President's 1994 Crime Bill has funded 668 new police officers to date in communities across Iowa. [through 1/00]
- **Reducing Crime with Drug Courts:** Working to reduce drug-related crime in Iowa, the Clinton Administration has awarded a Drug Court grant to the community of Des Moines.

The Administration had previously awarded a grant to the Iowa community of Council Bluffs. Drug courts use the coercive power of the criminal justice system to combine drug testing, sanctions, supervision and treatment to push nonviolent, drug-abusing offenders to stop using drugs and committing crimes.

- **\$8.2 Million to Combat Domestic Violence:** Through the Violence Against Women Act, Iowa has received \$8.2 million in federal funds since FY95 to establish more women's shelters and bolster law enforcement, prosecution and victims' services. [through FY99]
- **Over \$624,000 in Grants for Battered Women and Children:** In FY99, Iowa received over \$624,000 in HHS's Family Violence Prevention Program grants to assist women and children fleeing domestic abuse.
- **\$3.6 Million to Keep Drugs & Violence Out of Iowa's Schools:** Iowa receives \$3.6 million in FY00 for the Safe & Drug Free Schools Program, which invests in school security and drug prevention programs.

### MOVING IOWANS FROM WELFARE TO WORK

- **43,587 Fewer People on Welfare:** There are 43,587 fewer people on welfare in Iowa now than there were at the beginning of 1993 -- a 43% decrease. [through 6/99]
- **Child Support Collections Up 94%:** Child support collections have increased by \$90 million—or 94% -- in Iowa since FY92. [through FY98]
- **Encouraging Responsible Choices—Preventing Teen Pregnancy in Iowa:** Since 1993, President Clinton and Vice President Gore have supported innovative and promising teen pregnancy prevention strategies, with significant components of the strategy becoming law in the 1996 Personal Responsibility Act. The law requires unmarried minor parents to stay in school and live at home or in a supervised setting; encourages "second chance homes" to provide teen parents with the skills and support they need; and provides \$50 million a year in new funding for state abstinence education activities. Efforts are making a difference, adolescent pregnancy rates and teen abortion rates are declining. **And between 1991 and 1997, teen birth rates declined 16.2% in Iowa.**
- **\$26.3 Million for Iowa Welfare-to-Work:** In 1998 and 1999, Iowa received \$16.1 million in Federal welfare-to-work state formula grants (the state matched \$8.1 million in funding), helping Iowa welfare recipients get and keep jobs. In addition, \$2.1 million in competitive grants were awarded to Iowa localities to support innovative welfare-to-work strategies. Part of the President's comprehensive efforts to move recipients from welfare to work, this funding was included in the \$3 billion welfare to work fund in the 1997 Balanced Budget Act.
- **Helping People Get to Work:** Through the Access to Jobs initiative, the Clinton-Gore Administration is working with communities across the country to design transportation solutions to help welfare recipients and other low-income workers get to and from work. Des Moines, Waterloo, Sioux City, and Cedar Rapids have received a total of \$996,800 this year to fund innovative transit projects.

## INVESTING IN IOWA'S HEALTH

- **Health Care for Nearly 10,000 Uninsured Iowa Children:** In 1997, President Clinton passed the largest single investment in health care for children since 1965 -- an unprecedented \$24 billion over five years to cover as many as five million children throughout the nation. This investment guarantees the full range of benefits that children need to grow up strong and healthy. Two million children nationwide have health care coverage thanks to the President's plan, including 9,795 in Iowa. [HHS, Health Care Financing Administration, FY99 SCHIP enrollment data]
- **Helping Over 64,000 Iowa Women and Children with WIC:** The Clinton Administration is committed to full funding in the Special Nutrition Program for Women, Infants and Children (WIC). In FY99, Iowa received \$34.4 million in total WIC grant funding, helping 64,182 women, infants and children in need receive health and food assistance, 6,000 more than in 1994. [through 8/99]
- **More Toddlers Are Being Immunized:** As a result of the President's 1993 Childhood Immunization Initiative, childhood immunization rates have reached an historic high. According to the CDC, 90% or more of America's toddlers received the most critical doses of each of the routinely recommended vaccines in 1996, 1997, and again in 1998 — surpassing the President's 1993 goal. In Iowa in 1998, 95% of two-year olds received the vaccines for diphtheria, tetanus, pertussis; 92% received the vaccine for polio; 92% received the vaccine for measles, and 94% received the vaccine for *Haemophilus influenzae B*, the bacteria causing a form of meningitis.
- **Funding for HIV/AIDS Assistance Programs:** In FY 2000, Iowa will receive \$696,217 in Ryan White Title II formula grants. This funding provides people living with HIV and AIDS medical and support services. Also through the Ryan White Act, Iowa will receive \$901,037 for state AIDS Drug Assistance Programs (ADAPs), which help those without insurance obtain much needed prescription drugs. There has been a tenfold increase in ADAP funding in the last four years, up from \$52 million in 1996 to \$528 million in 2000. [HHS, Health Resources and Services Administration, 4/7/00]
- **Tobacco Plan Will Cut Smoking and Premature Deaths by 40% in Iowa:** The Clinton Administration's tobacco proposal, combined with the recently enacted state tobacco settlements, will cut youth smoking and resulting premature deaths 40% in Iowa by 2004. Between 2000 and 2004, 31,500 of Iowa's youth will be kept from smoking and 10,100 will be spared a premature tobacco-related death. [Treasury Dept., 2/99]
- **1,420,000 Americans in Iowa Cannot Be Assured They Have Patient Protections:** Even if Iowa enacted all the protections in the Patients' Bill of Rights, 1,420,000 people in Iowa cannot be assured they have the comprehensive patient protections recommended by the President's Advisory Commission. This is because the Employee Retirement Income Security Act (ERISA) may preempt state-enacted protections. That is why the President has called on Congress to pass a federally enforceable patients' bill of rights so that everyone enrolled in managed care may have a basic set of protections. Notably, 700,000 Iowa women are in ERISA health plans and are therefore not necessarily protected. Women are particularly vulnerable without these protections because they are greater users of health care

services, they make three-quarters of the health care decisions for their families, and they have specific health care needs addressed by a patients' bill of rights.

## **PROTECTING THE ENVIRONMENT**

- **8 Toxic Waste Sites Cleaned Up:** Since 1993, the EPA has completed 8 Superfund toxic waste cleanups in Iowa. The sites are located in Des Moines, Hospers, West Point, Fairfield, Mason City, Maurice, Kellogg, and Charles City. This is double the number of sites cleaned up during the previous two administrations combined. [through 3/1/00]
- **\$12.2 Million in Safe Drinking Water Funding:** This year [FY00], thanks to President Clinton, Iowa will receive \$12.2 million for the Drinking Water State Revolving Funds to provide low-interest loans to municipalities to build, improve, and prevent pollution of drinking water systems.
- **Revitalizing Brownfields in Iowa:** As part of the Clinton-Gore Administration's efforts to clean up Brownfields, the EPA has awarded grants to the Iowa communities of Des Moines, Cedar Rapids, Clinton, and Coralville for environmental clean-up and economic revitalization. This project is intended to jump-start local clean-up efforts by providing funds to return unproductive, abandoned, contaminated urban properties to productive use.

## **SPEARHEADING URBAN RENEWAL EFFORTS**

- **Revitalizing Iowa's Communities:** Des Moines was designated an Enterprise Community in December, 1994 and was awarded \$3 million to create more jobs, housing, and economic opportunity for city residents.
- **Expanding the Low-Income Housing Tax Credit Will Help Develop 1,700 To 2,000 New Affordable Housing Units in Iowa Over the Next 5 Years:** Last year, the President and Vice President pushed for a 40-percent expansion in the Low-Income Housing Tax Credit. This year, the President and Vice President will try again to enact tax incentives to develop affordable housing. In Iowa alone, this proposal would mean an additional 1,700 - 2,000 quality rental housing units for low-income American families during the next five years.

## **PROVIDING DISASTER RELIEF**

- **\$359.1 Million in Federal Emergency Assistance:** Since 1993, Iowa has received \$359.1 million in disaster relief. This includes \$41.3 million in assistance to those suffering from severe storms, flooding and tornadoes in 1999. [FEMA, 2/29/00]

## **EXPANDING FUNDS FOR TRANSPORTATION IMPROVEMENT**

- **Over \$1.2 Billion in Federal Highway Aid:** Since 1993, Iowa has received over \$1.2 billion in federal highway aid, including \$31.2 million for emergency relief in response to natural disasters and \$300,000 for scenic byways. These funds have helped generate 52,767 jobs. [through FY99]
- **Over \$135.1 Million in Aviation Funds:** From FY93-FY99 Iowa received over \$135.1 million in Airport Improvement Program funds to help build and renovate airports, and, when

necessary, to provide funds for noise abatement to improve the quality of life for residents who live near airports.

- **Over \$146.5 Million in Transit Funds:** Iowa has received over \$146.5 million in Federal Transit funds since 1993.
- **Saving Lives and Property:** In 1999, the United States Coast Guard saved 110 lives and \$600,000 of property in Iowa.