

BACKGROUND ON PRESIDENT CLINTON'S EDUCATION CHALLENGES

March 27, 1996

1. REVOLUTION OF RISING EXPECTATIONS AND STANDARDS.

- **No More Social Promotions -- No More Free Passes. Require Students to Pass Tests for Promotion or Graduation from Elementary School, Middle School, and High School.** End the entitlement that students can pass by just showing up. Schools should ensure that students pass from grade to grade because they have learned what they are supposed to. Governor Clinton pioneered this idea in 1983, when Arkansas began requiring 8th graders to pass a test before they could go to high school.

Only Arkansas and four other states require tests for promotion from grade to grade or school to school. We must go further. Each state should have a specific test that all students must pass to be promoted from school to school, and schools should be held accountable to make sure that their students meet these standards.

- **Every Child Reading by the End of Third Grade.** Set a concrete standard for the most basic of skills: reading. Every school district, teacher and parent, must be committed to ensuring that every child is reading by the end of the third grade, and every parent should read to their child 30 minutes a day.

2. REWARD AND DEMAND HIGHER STANDARDS FOR TEACHING:

- **Change Certification Rules that Bar Many Talented Young People from being Teachers:** Support alternative certification procedures with high standards to bring talented people into teaching as long as high standards are met. Governor Clinton reformed certification procedures in Arkansas. We should do it everywhere.
- **Reward Excellent Teachers and Fire Incompetent Teachers:** Challenge teachers to meet high standards for performance and states to reward them when they do. There should be a fair process that makes it faster and far less costly to fire incompetent teachers. We shouldn't bash teachers; we should try to find ways to keep the best teachers in the classroom.

3. HOLD SCHOOLS ACCOUNTABLE FOR RESULTS.

- **Public School Choice and Charter Schools:** Challenge states to expand public school choice and pass charter school laws. Every state should let educators and parents get charters to create and manage innovative public schools that will remain open only if they do a good job. Today 21 states have charter school laws and there are over 250 public charter schools up and running. The President's balanced budget calls for \$40 million in seed money in FY1997 to help communities across the country start 3000 schools over the next 5 years -- a ten-fold increase. Encourage states to redesign or shutdown schools that fail and allow new, more effective management -- including parents and educators -- to take over.

4. MAKE SCHOOLS SAFE, DISCIPLINED AND DRUG FREE.

- **Permit Uniforms and Drug Testing.** Support School uniforms and other innovative approaches to increase discipline and reduce violence. In Long Beach, school uniforms have helped reduce school crime 36%.
- **Make It Easier for Teachers and Schools to Take Appropriate Disciplinary Action.** Children can't learn and teachers can't teach unless there is order in the classroom. More states should follow the lead of Indiana, New York and Maryland in giving teachers and schools the power to remove disruptive students.
- **Enforce tough truancy laws.** Follow the model of Police Chief Reubin Greenberg in Charleston, South Carolina.
- **Community Schools as Safe Havens.** Support Crime Trust funding that encourages community schools to stay open for longer hours -- at the time when students need a safe haven and when most juvenile crime is committed. We must provide young people a safe place to go to keep off the streets, particularly during the peak hours of juvenile crime -- between 3:00-6:00 p.m.

5. ACCEPT TECHNOLOGY LITERACY CHALLENGE FOR ALL STUDENTS.

- **Ensure that Technology Literacy Challenge is Met for Every Schools and Every Student:** States and local communities must ensure that students do not become divided by access to technology. States should accept the President's \$2 billion Technology Literacy Challenge to help ensure that all students are technologically literate and all schools can meet the four pillars of America's Technology Literacy Challenge: classrooms wired to the information superhighway; computers in every school and classroom; technology-trained teachers, and engaging learning software that challenges students.
- **Ensure Teachers Can Teach Their Students to Become Technologically Literate:** Work with teacher unions, colleges and corporate America to ensure that every new teacher can use and teach technology.

Remarks to the National Governors' Association Education Summit in Palisades, New York

March 27, 1996

Thank you very much, Governor Miller, Governor Thompson; Lou Gerstner. Thank you for hosting this terribly important event. To all of the Governors and distinguished guests, education leaders, and business leaders who are here, let me say that I am also delighted to be here with the Secretary of Education, Governor Dick Riley. I believe that he and Governor Hunt and Governor Branstad and I were actually there when the "Nation At Risk" report was issued, as well as when the education summit was held by President Bush. I want to thank Secretary Riley for the work that he has done with the States and with educators all across the country. And I know that every one of you has worked with him, but I'm glad to have him here, and he's been a wonderful partner for me and I think for you.

This is an extraordinary meeting of America's business leaders and America's Governors. I know some have raised some questions about it, but let me just say on the front end I think it is a very appropriate and a good thing to do, and I applaud those who organized it and those who have attended.

The Governors, after all, have primary, indeed constitutional responsibility for the conditions of our public schools. And the business leaders know well, perhaps better than any other single group in America, what the consequences of our failing to get the most out of our students and achieve real educational excellence will be for our Nation.

So I am very pleased to see you here doing this, and I want to thank each and every one

of you. I also think you have a better chance than perhaps anyone else, even in this season, to keep the question of education beyond partisanship and to deal with it as an American challenge that all the American people must meet and must meet together.

All of you know very well that this is a time of a dramatic transformation in the United States. I'm not sure if any of us fully understands the true implications of the changes through which we are all living and the responsibilities that those changes impose upon us. It is clear to most people that the dimensions of economic change now are the greatest that they have been since we moved from farm to factory and from rural areas to cities and towns 100 years ago.

In his book "The Road From Here" Bill Gates says that the digital chip is leading us to the greatest transformation in communications in 500 years, since Gutenberg printed the first Bible in Europe. If that is true, it is obvious beyond anyone's ability to argue that the educational enterprise, which has always been central to the development of good citizens in America as well as to a strong economy, is now more important than ever before.

That means that we need a candid assessment of what is right and what is wrong with our educational system and what we need to do. Your focus on standards, your focus on assessment, your focus on technology is all to the good. We know that many of our schools do a very good job, but some of them don't. We know that many of our teachers are great, but some don't measure up. We know many of our communities are seizing the opportunities of the present and the future, but too many aren't.

And most important, we know that—after the emphasis on education which goes back at least until 1983 in the whole country and to my native region, to the South, to the late seventies when we began to try to catch up economically with the rest of the country—we know that while the schools and the students of this country are doing better than they were in 1984 and better than they were in 1983, when the "Nation At Risk" was issued, and in 1989 when the education summit was held at Charlottesville, most of them still are not meeting the standards that are nec-

essary and adequate to the challenges of today. So that is really what we have to begin with.

Now America has some interesting challenges that I think are somewhat unique to our country in this global environment in which education is important, and we might as well just sort of put them out there on the front end, not that we can resolve them today.

The first is that we have a far more diverse group of students in terms of income and race and ethnicity and background and indeed living conditions than almost any other great country in the world.

Second, we have a system in which both authority and financing is more fractured than in other countries is typically the case.

Third, we know that our schools are burdened by social problems not of their making, which make the jobs of principals and teachers more difficult.

And fourth, and I think most important of all, our country still has an attitude problem about education that I think we should resolve, that is even prior to the standards and the assessment issue, and that is that too many people in the United States think that the primary determinant of success and learning is either IQ or family circumstances instead of effort. And I don't. And I don't think any of the research supports that.

So one of the things that I hope you will say is, in a positive way, that you believe all kids can learn and in a stronger way that you believe that effort is more important than IQ or income, given the right kind of educational opportunities, the right kind of expectations. It's often been said that Americans from time to time suffer from a revolution of rising expectations. This is one area where we need a revolution of rising expectations. We ought to all simply and forthrightly say that we believe that school is children's work and play, that it can be great joy, but that effort matters.

I see one of our business leaders here, this former State senator from Arkansas, Senator Joe Ford, whose father was the head of our educational program in Arkansas for a long time. We had a lot of people in one-room schoolhouses 40 and 50 and 60 years ago, reading simple readers, who believed that ef-

fort was more important than IQ or income. They didn't know what IQ was. And we have got to change that. And Governors, every Governor and every business leader in this country can make a difference.

I'm no Einstein, and not everybody can do everything, but if you stack this up from one to the other, all the Americans together in order by IQ, you couldn't stick a straw between one person and the next. And you know it as well as I do. Most people can learn everything they need to know to be good citizens and successful participants in the American economy and in the global economy. And I believe that unless you can convince your constituents that that is the truth, that all of your efforts to raise standards and all of your efforts to have accountability through tests and other assessments will not be as successful as they ought to be. And I think frankly, a lot of people, even in education, need to be reminded of that from time to time.

Now let's get back to the good news. Thirty or 40 years ago, maybe even 20 years ago, no one could ever have conceived of a meeting like this taking place. Governors played little role in education until just a couple of decades ago, and business didn't regard it as their responsibility. In the late seventies and the early eighties this whole wave began to sweep America. And one important, positive thing that ought never to be overlooked is that the business leadership of America and the Governors of this country have been literally obsessed with education for a long time now. And that's a very good thing, because one of the problems with America is that we tend to be in the grip of serial enthusiasms. It's the hula hoop today and something else tomorrow. Boy, that dates me, doesn't it? [Laughter]

In this country the Governors have displayed a remarkable consistency of commitment to education, and at least since 1983, the business community has displayed that commitment. And I think it's fair to say that all of us have learned some things as we have gone along, which is what has brought you to this point, that there is a—you understand now, and I've heard Lou Gerstner talk about it in his, almost his mantra about standards—that we understand that the next big step has to be to have some meaningful and appro-

priately high standards and then hold people accountable for them.

I think it's worth noting that the 1983 "Nation At Risk" report did do some good things. Almost every State in the country went back and revised its curriculum requirement. Many revised their class size requirements. Many did other things to upgrade teacher training or to increase college scholarships or to do a lot of other things.

In 1989 I was privileged to be in Charlottesville working with Governor Branstad and with Governor Campbell, primarily, as we were trying to get all the Governors together to develop the statement at the education summit with President Bush. And that was the first time there had ever been a bipartisan national consensus on educational goals.

The realization was in 1989 was that 6 years after a "Nation At Risk," all these extra requirements were being put into education, but nobody had focused on what the end game was. What did we want America to look like? It's worth saying that we wanted every child to show up for school ready to learn, that we wanted to be proficient in certain core courses and were willing to assess our students to see if we were, that we wanted to prepare our people for the world of work, that we wanted to be extra good in math and science and to overcome our past deficiencies. All the things that were in those educational goals were worth saying.

Another thing that the Charlottesville summit did that I think is really worth emphasizing is that it defined for the first time, from the Governors up, what the Federal role in education ought to be and what it should not be. I went back this morning, just on the way up, and I read the Charlottesville statement about what the Governors then unanimously voted that the Federal role should be and what it should not be.

When I became President and I asked Dick Riley to become Secretary of Education, I said that our legislative agenda ought to be consistent, completely consistent with what the Governors had said at Charlottesville. So, for example, the Governors said at Charlottesville, the Federal Government has a bigger responsibility to help people show up for school prepared to learn.

So we emphasized things like more funds for Head Start and more investment in trying to improve the immunization rates of kids and other health indicators; and more responsibility for access to higher education, so we tried to reform the student loan program and invest more money in Pell grants and national service and things like that; and then, more responsibility to give greater flexibility to the States in K through 12 and to try to promote reform without defining how any of this should be done.

And so that's what Goals 2000 was about. We tried to have a system in which States and mostly local school districts could pursue world-class standards based on their own plans for grassroots reform. And we overhauled the Elementary and Secondary Education Act, as we redid title I to do one thing that I think is very important: We took out of what was then in the law for Chapter 1, which was lower educational expectations for poor children. It was an outrage, and we took it out of the law. I don't believe that poor children should be expected to perform at lower levels than other children.

And Dick Riley, since he has been Secretary of Education, has cut Federal regulations over States and local school districts by more than 50 percent. It seems to me that that is consistent with exactly what the Governors said at Charlottesville they wanted done.

Now the effort to have national standards, I think it's fair to say, has been less than successful. The history standards and the English standards effort did not succeed for reasons that have been well analyzed, although I'm not sure the debate was entirely worthless; I think the debate itself did some good.

But there are recommended standards that have been widely embraced, coming out of the math teachers, that most people think are quite good, and the preliminary indications for science are encouraging. And I want to say again, it would be wrong to say that there's been no progress since 1983. The number of young people taking core courses has jumped from 13 percent in '82 to 52 percent in '94. The national math and science scores are up a grade since 1983, half of all the 4-year-olds now attend preschool, 86 percent of all our young people are completing

high school. We're almost up to the 90 percent that was in the national education goals. That is progress.

But what we have learned since Charlottesville and what you are here to hammer home to America is that the overall levels of learning are not enough and that there are still significant barriers in various schools to meeting higher standards.

I accept your premise; we can only do better with tougher standards and better assessment, and you should set the standards. I believe that is absolutely right. And that will be the lasting legacy of this conference. I also believe, along with Mr. Gerstner and the others who are here, that it's very important not only for businesses to speak out for reform but for business leaders to be knowledgeable enough to know what reform to speak out for and what to emphasize and how to hammer home the case for higher standards, as well as how to help local school districts change some of the things that they are now doing so that they have a reasonable chance at meeting these standards.

Let me just go through now what I think we should do in challenging the country on standards for students, as well as for teachers and schools. I suppose that I have spent more time in classrooms than any previous President, partly because I was a Governor for 12 years and partly because I still do it with some frequency. I believe the most important thing you can do is to have high expectations for students—to make them believe they can learn, to tell them they're going to have to learn really difficult, challenging things, to assess whether they're learning or not, and to hold them accountable as well as to reward them.

Most children are very eager to learn. Those that aren't have probably been convinced they can't. We can do better with that. I believe that once you have high standards and high expectations, there is an unlimited number of things that can be done. But I also believe that there have to be consequences: I watched your panel last night, and I thought—the moment of levity on the panel was when Al Shanker was asked, when I was teaching school and I would give students homework, they said, "Does it count?" That's the thing I remember about the panel

last night. All of you remember, too. You laughed, right? [Laughter] "Does it count?" And the truth is that in the world we're living in today, "does it count" has to mean something, particularly in places where there haven't been any standards for a long time.

So if the States are going to go back and raise standards so that you're not only trying to increase the enrollment in core courses, you're trying to make the core courses themselves mean more. I heard Governor Hunt last night say he'd be willing to settle for reading and writing and math and science, I think were the ones you said.

Once you have to—if you're going to go back and define what's in those core courses and you're going to lift it up, you have to be willing, then, to hold the students accountable for whether they have achieved that or not. And again, another thing that Mr. Shanker said that I've always believed, we have always downgraded teaching to the test, but if you're going to know whether people learn what you expect them to know, then you have to test them on what you expect them to know.

So I believe that if you want the standards movement to work, first you have to do the hard work in deciding what it is you expect children to learn. But then you have to have an assessment system, however you design it, in your own best judgment at the State level, that says, no more social promotions, no more free passes. If you want people to learn, learning has to mean something. That's what I believe. I don't believe you can succeed unless you are prepared to have an assessment system with consequences.

In Arkansas in 1983 when we redid the educational standards, we had a very controversial requirement that young people pass the 8th grade tests to go on to high school. And not everybody passed it. And we let people take it more than once. I think it's fine to do that.

But even today, after 13 years, I think there are only five States in the country today which require a promotion for either grade to grade or school to school for its young people, to require tests for that. I believe that if you have meaningful standards that you have confidence in, that you believe if they're met your children will know what they need

to know, you shouldn't be afraid to find out if they're learning it, and you shouldn't be deterred by people saying this is cruel, this is unfair, or whatever they say.

The worst thing you can do is send people all the way through school with a diploma they can't read. And you're not being unfair to people if you give them more than one chance and if at the same time you improve the teaching and the operation of the schools in which they are. If you believe these kids can learn, you have to give them a chance to demonstrate it. This is only a cruel, short-sighted thing to do if you are convinced that there are limitations on what the American children can do. And I just don't believe that.

So that, I think, is the most important thing. I believe every State, if you're going to have meaningful standards, must require a test for children to move, let's say, from elementary to middle school or from middle school to high school or to have a full-meaning high school diploma. And I don't think they should measure just minimum competency. You should measure what you expect these standards to measure.

You know, when we instituted any kind of test at home, I was always criticized by the fact that the test wasn't hard enough. But I think it takes time to transform a system, and you may decide it takes time to transform a system. But you will never know whether your standards are being met unless you have some sort of measurement and have some sort of accountability. And while I believe they should be set by the States and the testing mechanism should be approved by the States, we shouldn't kid ourselves. Being promoted ought to mean more or less the same thing in Pasadena, California, that it does in Palisades, New York. In a global society, it ought to mean more or less the same thing.

I was always offended by the suggestion that the kids who grew up in the Mississippi Delta in Arkansas, which is the poorest place in America, shouldn't have access to the same learning opportunities that other people should and couldn't learn. I don't believe that.

So I think the idea—I heard the way Governor Engler characterized it last night, I thought was pretty good. You want a non-Federal, national mechanism to sort of share

this information so that you'll at least know how you're doing compared to one another. That's a good start. That's a good way to begin this. I also believe that we shouldn't ignore the progress that's been made by the goals panel, since Governor Romer was first leader of that going through Governor Engler, and by the National Assessment on Educational Progress. I know a lot of you talked about that last night. They've done a lot of good things, and we can learn a lot from them. We don't have to reinvent the wheel here."

I also would like to go back and emphasize something I heard Governor Hunt say last night. I think we should begin with a concrete standard for reading and writing because the most troubling thing to me is that we've been through a decade in which math and science scores have risen and reading scores have stayed flat. Intel recently had to turn away hundreds of applicants because they lacked basic reading and writing skills.

Now that will present you with an immediate problem because if you want to measure reading and writing, you will not be able just to have a multiple choice test which can be graded by a machine. You'll have to recognize that teachers do real work with kids when they teach them how to write, and you have to give them the time and support to do that. And then there has to be some way of evaluating that. I know that's harder and more expensive, but it really matters whether a child can read and write.

And for all the excitement about the computers in the schools—and I am a big proponent of it—I would note that when we started with a computer program in our school, and I believe when Governor Caperton started in West Virginia, he started in the early grades for the precise purpose that technology should be used first to give children the proper grounding in basic skills. So I think that's quite important.

Secretary Riley says that every child should be able to read independently by the end of the third grade. And parenthetically, that if that were the standard, I think we would be more successful in getting parents to read to their children every night, which would revolutionize the whole system of education anyway.

The second thing I think we have to do is to face the fact that if we want to have these standards for children, standards and tests, we have to have a system that rewards and inspires and demands higher standards of teachers. They, after all, do this work. The rest of us talk about it, and they do it.

So that means that first of all, you've got to get the most talented people in there. There's been a lot of talk about this for a decade now, but most States and school districts still need work on their certification rules. We should not bar qualified, even brilliant young people from becoming teachers. The Teach For America group in my home State did a wonderful job, and a lot of those young kids wind up staying and teaching, even though they can make 2 and 3 times as much money doing something else. Every State should, in my view, review that.

I also believe any time you're trying to hold teachers to higher standards they should be rewarded when they perform. I know that in South Carolina and Kentucky, if schools markedly improve their performance, they get bonuses and the teachers get the benefit. That's not a bad thing; that's a good thing, and we should have more of that.

I want to thank Governor Hunt for the work he's done on the National Board for Professional Teaching Standards. We had the first group of teachers who are board certified in the White House not very long ago. Every State should have a system, in my opinion, for encouraging these teachers to become board certified. The Federal Government doesn't have anything to do with that. Encourage these teachers to become board certified because they have to demonstrate not only knowledge but teaching skills. And when they achieve that level they should be rewarded. There should be extra rewards when they do that.

We also need a system that doesn't look the other way if a teacher is burned out or not performing up to standard. There ought to be a fair process for removing teachers who aren't competent, but the process also has to be much faster and far less costly than it is. I read the other day that in New York it can cost as much as \$200,000 to dismiss a teacher who is incompetent. In Glen Ellyn, Illinois, a school district spent \$70,000 to dis-

miss a high school math teacher who couldn't do basic algebra and let the students sleep in class. That is wrong. We should do more to reward good teachers; we should have a system that is fair to teachers but moves much more expeditiously and much more cheaply in holding teachers accountable.

So States and school systems and teachers unions need to be working together to make it tougher to get licensed and recertified, easier and less costly to get teachers who can't teach out of the classrooms, and clearly set rewards for teachers who are performing, especially if they become board certified or in some State-defined way prove themselves excellent.

The third thing I think we have to do is to hold schools accountable for results. We have known now for a long time—we have no excuses for not doing—we have known for a long time that the most important player in this drama besides the teachers and the students are the school principals, the building principals. And yet, still, not every State has a system for holding the school districts accountable for having good principals in all these schools and then giving the principals the authority they need to do the job, getting out of their way and holding them accountable, both on the up side and the down side. To me, that is still the most important thing. Every school I go into, I can stay there about 30 minutes and tell you pretty much what the principal has done to establish a school culture, an atmosphere of learning, a system of accountability, a spirit of adventure. You can just feel it, and it's still the most important thing.

Secondly, the business community can do a lot of work with the Governors to help these school districts reinvent their budgets, I think. There are still too many school districts spending way too much money on administration and too little money on education and instruction. And there needs to be some real effort put into that, that goes beyond rhetoric. I mean, I was given these statistics, which I assume are true because I had it vetted four different times—I hate to use numbers that I haven't—if it is true that New York City spends \$8,000 a student on education, but only \$44 goes to books and other classroom materials, that's a disgrace.

That's wrong. And that's true in a lot of other school districts.

We cannot ask the American people to spend more on education until we do a better job with the money we've got now. That's an area where I think the business community can make a major, major contribution. A lot of you have had to restructure your own operations; a lot of you have had to achieve far higher levels of productivity. If we can reduce the Federal Government by 200,000 people without undermining our essential mission, we can do a much better job in the school districts of the country.

Let me also say I think that we ought to encourage every State to do what most States are now doing, which is to provide more options for parents. You know, the terms of the public school choice legislation and the charter schools—a lot of you have done a very good job with the charter schools. But I'm excited about the idea that educators and parents get to actually start schools, create and manage them, and stay open only if they do a good job within the public school system. Every charter school I visited was an exciting place. Today, 21 of you allow charter schools. There are over 250 schools which are open; 100 more are going to open next year. Freed up from regulation and top-down bureaucracy, focusing on meeting higher standards, the schools have to be able to meet these standards if you impose them.

Secretary Riley has helped 11 States to start new schools, and in the balanced budget plan I submitted to Congress last week, there is \$40 million in seed money to help start 3,000 more charter schools over the next 5 years, which would be a tenfold increase. That may become the order of the day. So I believe we need standards and accountability for students, for teachers, and for schools.

Let me just mention two other things briefly. I don't believe you can possibly minimize—and a lot of the Governors I know have been in these schools—you cannot minimize how irrelevant this discussion would seem to a teacher who doesn't feel safe walking the halls of his or her school or how utterly hopeless it seems to students who have to look over their shoulders when they're walking to and from school. So I believe that we have to work together to continue to

make our schools safe and our students held to a reasonable standard of conduct, as well.

You know, we had a teacher in Washington last week who was mugged in a hallway by a gang of intruders, not students, a gang of intruders who were doing drugs and didn't even belong on the school grounds. We have got to keep working on that. All the Federal Government can do is give resources and pass laws. That's another thing the business community can help with, district after district. This entire discussion we have had is completely academic unless there is a safe and a disciplined and a drug-free environment in these schools.

We passed the Safe and Drug-Free Schools Act, the Gun-Free Schools Act. We supported random drug testing in schools. We have supported the character education movement. We've almost ended lawsuits over religious issues by the guidelines that Secretary Riley and the Attorney General issued, showing that our schools don't have to be religion-free zones. We have worked very hard to help our schools do their job here.

The next thing I hope we can do, all of us, in this regard is to work to help our schools stay open longer. Our budget contains \$14 million for helping people set up these community schools to stay open longer hours. But remember that 3 in the afternoon to 6 in the evening are the peak hours for juvenile crime, and all that comes back into the schools. So I think that's another thing we really need to look at. A lot of these schools do not have the resources today to stay open longer hours, but they would if they could.

And one of the primary targets I would have if I were a local leader trying to redo my district school budget is to reduce the amount spent on administration so that I could invest more money in keeping it open longer hours, especially for the latch-key kids and the other kids that are in trouble that don't have any other place to go. So that's something that I think is very important.

Finally, let me just echo what Governor Miller said about the technology. We did have a bamraising in California, and we hooked up actually more than 20 percent of the classrooms to the Internet on a single day. But we need every classroom and every

library in every school in America hooked up to the Internet as quickly as possible. We set a goal as the year 2000; we could actually get there more quickly. I propose that in the budget, a \$2 billion fund to help the communities who don't have the money to meet the challenge, but every community, every State in America, at least, has a high-tech community that could help get this done.

The Congress passed a very fine Telecommunications Act that I signed not very long ago which gives preferential treatment to people in isolated rural areas or inner-city areas for access to schools and hospitals. So the infrastructure, the framework is there.

Anything you can do to help do that, I think is good if the educators use the technology in the proper way. And I'll just close with this example. I was in the Union City School District in New Jersey not very long ago. That school district was about to be closed under the State of New Jersey's school bankruptcy law, which I think, by the way, is very good, holding school districts accountable, and they can actually lose their ability to operate as an independent district in New Jersey and the State takes them over if they keep failing.

There are a lot of first-generation immigrant children in that school. It was basically a poor school. Bell Atlantic went in and worked with others. They put computers in all the classrooms. They also put computer outlets in the homes of a lot of these parents. And you had—I talked to a man who came here from El Salvador 10 years ago who is now E-mailing his child's principal and teacher to figure out how the kid's doing.

But the bottom line is the dropout rate is now below the State average, and the test scores are above the State average in an immigrant district of poor children, partly because of the technology and partly because the business community said, "Hey, you kids are important," and partly because the place has a good principal and good teachers.

But I do think that the business community—if you look at the technology as an instrument to achieve your higher standards and to infuse high expectations into the community and to give the kids the confidence they need that they can learn, then this technology issue is a very important one.

Well, that's what I hope we'll do. I think we ought to have the standards. You should set them. We'll support you however you want. But they won't work unless you're going to really see whether the standards are being met and unless there are consequences to those who meet and to those who do not. I think you have to reward the good teachers and get more good people in teaching and that we have to facilitate the removal of those who aren't performing.

I think the schools need more authority and should be held more accountable. We've got to redo these central school budgets until we have squeezed down the overhead costs and put it back into education. And unless we have an environment in which there is safety and discipline, we won't succeed. And if we do have an environment in which the business community brings in more technology, we will succeed more quickly.

I believe that this meeting will prove historic. And again, let me say, I thank the Governors and the business leaders who brought it about. In 1983 we said, "We've got a problem in our schools. We need to take tougher courses. We need to have other reforms." In 1989 we said, "We need to know where we're going. We need goals." Here in 1996, you're saying you can have all of the goals in the world, but unless somebody really has meaningful standards and a system of measuring whether you meet those standards, you won't achieve your goals. That is the enduring gift you have given to America's schoolchildren and to America's future.

The Governors have to lead the way, the business community has to stay involved. Don't let anybody deter you and say you shouldn't be doing it. You can go back home and reach out to all the other people in the community because, in the end, what the teachers and the principals and more importantly even what the parents and the children do is what really counts. But we can get there together. We have to start now with what you're trying to do. We have to have high standards and high accountability. If you can

achieve that, you have given a great gift to the future of this country.

Thank you very much.

NOTE: The President spoke at 12:25 p.m. in the Watson Room at the IBM Conference Center. In his remarks, he referred to Gov. Bob Miller of Nevada, NGA vice chairman; Gov. Tommy G. Thompson of Wisconsin, NGA chairman; Louis Gerstner, chief executive officer, IBM; Gov. James B. Hunt, Jr., of North Carolina; Gov. Terry E. Branstad of Iowa; Gov. Carroll W. Campbell of South Carolina; Gov. Tom Carper of Delaware; Gov. Gaston Caperton of West Virginia; Gov. John Engler of Michigan; Gov. Roy Romer of Colorado; and Albert Shanker, president, American Federation of Teachers.

Message to the Congress Transmitting a Report on Radiation Control for Health and Safety

March 27, 1996

To the Congress of the United States:

In accordance with section 540 of the Federal Food, Drug, and Cosmetic Act (21 U.S.C. 360qq) (previously section 360D of the Public Health Service Act), I am submitting the report of the Department of Health and Human Services regarding the administration of the Radiation Control for Health and Safety Act of 1968 during calendar year 1994.

The report recommends the repeal of section 540 of the Federal Food, Drug, and Cosmetic Act that requires the completion of this annual report. All the information found in this report is available to the Congress on a more immediate basis through the Center for Devices and Radiological Health technical reports, the Radiological Health Bulletin, and other publicly available sources. The Agency resources devoted to the preparation of this report could be put to other, better uses.

William J. Clinton

The White House
March 27, 1996.

RESPONSE TO BRODER COLUMN ON GOALS 2000

5.15.96

In today's Washington Post, David Broder claimed that the Administration and Congress gutted Goals 2000 in the recent budget agreement. He mentioned two changes -- that states will now be able to vouch for the worthiness of their own reform plans in order to receive Goals 2000 money (instead of needing point-by-point federal approval), and that states can now spend Goals money on computers in the classroom because of an Istook amendment to that effect.

The second claim is just wrong -- states have always been able to use Goals money for computers in the classroom, if that was part of their reform plan. In fact, Wyoming is doing exactly that. The Istook amendment has no practical impact -- and in any case, we see educational technology as an important element of reform.

The first claim, that states can now vouch for their own plans, is true -- the federal government can no longer reject a state plan. But again, this is not a significant change, because Goals 2000 has always been a voluntary, state-driven program that explicitly prohibited federal meddling.

Our response to these charges is simple:

1. We saved Goals 2000. If the Republican budget plan had prevailed, the program would have been eliminated. But the President drew the line and restored the program.

2. Goals 2000 has always called for *voluntary* national standards. We never wanted standards dictated from Washington. So far, the proposed national standards have been a mixed bag.

3. The President has challenged every state to go further than any state has gone in establishing standards for students, teachers, and schools. In his speech to the NGA Education summit, the President called on states to insist that students meet standards before advancing from one level of school to the next. He also endorsed the idea put forward by several governors and Lou Gerstner for a private entity outside government that would hold states accountable for results and issue report cards on every state's progress.

Education -
NBA Summit

The Public Schools' Last Hurrah?

Without quick and decisive change, it could be. A five-point plan to save the schools before it's too late

BY JOSHUA WOLF SHENK

The great country, the great society, the great community is, first of all, the well-educated country, the learned society, the community of excellence. This nation knows it, proclaims it, even rhapsodizes about it. Then it busies itself with other matters.

—Benjamin Barber, *An Aristocracy of Everyone*

In 1983, Education Secretary Terrel Bell released *A Nation At Risk: The Imperative for Education Reform*. It was a stark and angry report, concluding, "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war." The effect, Bell recalls, was "electrifying." Newspapers trumpeted the story. In statehouses, governors like Bill Clinton, Richard Riley, and Lamar Alexander pushed wide-ranging reform packages.

Thirteen years later, Bell laments, we've seen "some improvement ... but not enough." The origins of his landmark report provide a clue as to why: Bell wanted President Reagan to announce the study himself, appoint a panel to conduct it, and personally give members their assignments. The White House demurred. Such an action, Bell remembers being told, would undermine Reagan's efforts to abolish the Department of Education and slash federal education funding. In other words, the President was too busy disengaging from education to engage it.

The moment was both sorely disappointing and sadly predictable—another mark of the persistent failure of national leaders to elevate schools to the top of the country's agenda. "Look at how George Bush aroused the public over Saddam Hussein's invasion and conquest of Kuwait," Bell says. "He just wouldn't leave it alone. He went after it with all his heart." But schools have never commanded the same zeal. "[Bush] is the one who said he wanted to be the education president," Bell says. "I'm a lifetime Republican, but I kept waiting" for Bush to make schools a top priority.

Bill Clinton has kept us waiting too. In Arkansas, he made education reform the centerpiece of his governorship. Now that he's in a position to arouse public opinion, Clinton has faltered. His daughter attends the lovely Sidwell Friends School, a private school in Northwest Washington. But just miles from Sidwell, public school children go without books in schools packed to twice their intended capacity; they endure leaking roofs and putrid bathrooms.

The problems of public schools extend well beyond crumbling infrastructure. If children had top-notch teaching staffs, administrations that used funds efficiently, and effective curricula, maybe they would be doing all right. But they don't and they aren't. Meanwhile, confidence in public schools—even the "better"

schools—is withering. Nearly 50 percent of Americans don't think a diploma from their local high school guarantees basic skills in math or reading. Six of ten parents would send their kids to private schools if they had the money. Support for public schools is "fragile," reports the public interest polling firm Public Agenda. And half-baked solutions such as vouchers are gaining popularity.

The loss of public schools would be a severe one. The purpose of education is not just to prepare successful workers and citizens, or to ensure equal opportunity. Those are vital functions; whether we perform them well determines the social and economic health of our country. But public schools, at their best, do something more. They provide a common space where, in a country fissured along lines of race and class, children of all backgrounds meet, interact, and learn to understand each other.

A recent *USA Today* poll shows that education is now Americans' most serious concern—above crime, the environment, and the economy. You would think our leaders would feel this sense of urgency, and that the subject of schools would dominate campaign rallies, television talk shows, and op-ed pages. This, of course, is not the case. It's no coincidence that the people who set the agenda—including activist Marian Wright Edelman, politicians Clinton and Al Gore, professional moralist Bill Bennett, movie director Robert Redford, and journalist Jim Lehrer—chose private schools for their children. This is true for the vast majority of the American elite.

It's hard to fault parents for seeking the best education for their kids. But these prominent Americans, by neglecting the crisis in public schools, are guaranteeing that the conditions that made them flee the public system will last, and possibly worsen, for the next generation.

There is no simple blueprint to revive poor schools, no formula for good ones. But there are five fundamental characteristics found in successful schools: A dynamite principal who has ample authority and support, and who is held accountable; classrooms filled with high-quality teachers; a curriculum that demands excellence; parents who are actively involved in the schools; and financial support that reflects education's vital importance.

I. HELP, NOT HINDRANCE, FROM ABOVE

At Roper Middle School for Science, Mathematics, and Technology in upper Northeast Washing-

ton, D.C., Principal Helena Jones walks her halls with the presence of someone who is both feared and loved. Rounding a corner, she sees two girls scuffling in front of a row of bright yellow lockers. Jones puts her hands on her hips and brushes back her bright red blazer. Her voice booms across the granite floors. "Where are you supposed to be?" The girls answer by going there.

Scuffles are an exception here. Roper is a flowering bud on a withering school system. The 600-some students are black (except for three Hispanics) and overwhelmingly poor; many of them, Jones says, come to school with "cold, callous hearts," numbed by violence and absent or abusive parents. But the school defies the odds. Its dropout rate is zero. Ninety percent of its graduates go on to complete high school, compared to a citywide rate of 50 percent. And tests show Roper students among the best in the city.

Jones, a vigorous woman with the physique of Grace Jones and the spirit of Eleanor Roosevelt, is the primary reason. No matter is too small to warrant her attention and no task too ambitious. When she sees a scrap of paper on the floor, she picks it up. When "downtown" is slow to make a necessary repair, "I cuss them out and yell and then cuss some more" until she gets action. To upgrade her school technologically, Jones and her teachers sought and won grants from the Commerce Department and such companies as Kodak and Bell Atlantic.

Helena Jones's story shows the enormous good that an energetic, effective principal can do. The first and most important job of school administrators is to hire good principals, give them the support they need, and then hold them accountable for the success or failure of the school. In Wyoming, Ohio, for example, where I attended school in the eighties, the central administration is spare—just one superintendent and a few support staff for 1,683 students. The system's principals largely decide for themselves how to spend the money they have. And they do well. Though its spending per pupil is 9th in a county of 22 districts, Wyoming is ranked highest in every measure of performance.

In many districts, however, central administrators seem less concerned with getting good principals than obstructing them with cumbersome regulations. These bureaucracies suck up money that should be spent on teachers, books, and maintenance. In New York City schools, for example, only about 30 cents of every educational dollar goes to teachers and materials. In Milwaukee, the figure is

only 26 cents on the dollar.

Where does the rest of the money go? Teachers and principals have a hard time figuring it out. "When I hear bureaucrats speak at various functions, I look at them and say 'How are they affecting my classroom at all?'" says Shannon Carey, a fifth grade teacher at Stonehurst Elementary school in Oakland, California. "The assistant superintendent for elementary education ... the only time I hear from her is when she is giving me some survey [to fill out]." Indeed, paperwork seems to be administrators' best friend: They produce—and demand—piles of it. Complicated federal and state regulations are as much at fault as self-serving bureaucrats. But the memos and regulations are about as relevant to classroom instruction as high-minded political theory is to horsetrading on Capitol Hill.

"Most of the curriculum guidebooks put out by the central board just sit in an office somewhere," says Deborah Meier, the celebrated educational innovator and former principal of the Central Park East school in East Harlem. Bulky discipline codes, she says, assume "there's one right way that fits all situations. It's pointless ... if I don't agree [with the rule], I won't enforce it."

Meanwhile, principals and teachers are not receiving the basic support they need. Liesl Frischmann, a teacher at Paul Junior High in Washington, D.C. ordered 18 reams of paper in September for photocopying; six months later, she's only gotten three reams. Unless she pays for copying out of her own pocket, her kids go without handouts. This story, unfortunately, is typical.

Theoretically, centralized purchasing saves money (through bulk purchases) and prevents corruption. But school boards regularly pay prices above those charged by stores like Staples. And corruption is rampant in the central offices themselves. In New York City, one city investigator found \$620,000 worth of supplies missing from a school warehouse.

When principals and teachers are given sufficient authority, schools can shine. At Central Park East, Deborah Meier was allowed to design her own curriculum and decide on the allocation of resources. The results were dramatic. One study showed that 80 percent of Central Park East high school graduates went on to college, compared to only 15 percent in East Harlem as a whole.

Fifty percent of Americans don't think a diploma from their local high school ensures basic skills in math or reading.

Charter schools, which have now spread to 19 states, apply the same principle of school-based control. If schools want to have one less guidance counselor in order to decrease class sizes, they can. If they want to get kids to help with chores in order to save money on custodians, they can. That's what the Marblehead Community School in Massachusetts does. If the school doesn't show results, the state will revoke its charter.

But decentralization is no magic bullet. When Chicago broke up its central office and devolved power to its 553 schools, some soared. Other schools sank under the weight of corruption and mismanagement. One administrator changed the grades of influential parents' children. "The mantra across the country has been 'local control! local control!', which makes a lot of sense," says Maribeth Vander Weele, author of *Reclaiming Our Schools*. "What didn't make sense was to do it with no controls, no auditing, no investigative agency."

Every district needs a Maribeth Vander Weele: As director of investigations for the Chicago school system, she tracks down everything from abusive teachers to wayward supplies. Vander Weele and her colleagues have found warehouses filled with brand-new desks and hundreds of millions of dollars of waste in health care expenditures. Then there was the great toilet paper scandal. "We had videotape of a [school employee] unloading loads and loads of toilet paper at a dime store," she says. The lack of "toilet paper is a huge issue in schools.... And we found this guy stealing it. We talked to the store owner's wife and she said, 'Oh yeah, he comes by here all the time. He gives us great prices.'"

As this story shows, central controls can't be eliminated entirely. And some tasks, such as recruiting personnel and providing some supplies, can be done more efficiently en masse. But everything possible should be kept within the schools. The country's much-admired parochial school system is a model in this regard. The Archdiocese of Philadelphia handles more than 100,000 students with only 25 employees, while the Philadelphia public school system has 600 administrative employees for 210,000 students. (Compared to D.C., which has 900 administrators for only 80,000 students, Philly schools are lean.)

Catholic schools are also small: Small helps.

(See Michael Mayo's story, page 12.) When a school has hundreds of teachers, it's hard for everyone to know each other, let alone work together to solve problems. By contrast, at small schools like Wyoming High School and "miracle schools" like Central Park East the faculty members are in constant communication.

II. IT TAKES A GOOD TEACHER

In 50 years, when I reflect on my education, I suspect most everything will have dissolved into a faint residue of memory—except for a few extraordinary teachers. I never thought of myself as a writer until a high school teacher noticed my work and told me how to improve it. I never thought I could write for a living until a college professor convinced me I could.

Most people feel that a good teacher was at the core of what made their schooling valuable. And yet society spits on the profession. Consider Janis Spindel, a matchmaker in New York City who organizes singles parties. "No one's a schlub," she recently told *The New York Times*. "We have a ton of investment bankers, stockbrokers, female attorneys and professional people. Not any teachers. People that are more quality."

That an investment banker is considered of "more quality" than a teacher speaks volumes about the country's twisted values. No school reform is more important than recruiting energetic and effective teachers. And doing so means waging war on attitudes like Janis Spindel's, giving teachers the respect and pay they deserve, and convincing the best and brightest that schools need their talent more than law firms and Wall Street.

Until the sixties and seventies, most women who wanted to work outside the home had two real options: teaching or nursing. Though this was no neat deal for women, schools did benefit from the injustice. Today bright young people have almost unlimited opportunities, and teaching school often ranks low on the list of options. "The reason I never considered a teacher job growing up is that I didn't think it was ambitious enough," says Liesl Frischmann, who studied communications at American University. "When I pictured a teacher I pictured some of the burned-down substitute teachers that I'd had. I didn't think of the brightest, most capable people." Fortunately, in her senior year in college an influential professor encouraged her to consider teaching; she is now in her third year of

teaching.

But the Janis Spindel syndrome—a sneering attitude toward teachers—is only part of the problem. Many first-rate people who do choose teaching make a beeline for private and parochial schools, deterred by certification requirements for public schools that are archaic, counterproductive, and, say many teachers, totally useless. One New York University class in "Exploring Education Issues," for example, featured such tasks as "workshopping on transactional communication situations" and "barnstorming on bypassing."

"They're ridiculous," says one teacher of the education courses she's taken. "You pay 200 dollars and get three graduate credits and you have no idea what happened to you." George Simmons, an English teacher at Middleborough High School in Massachusetts, agrees: "It's a waste of time." Is it any wonder that 40 percent of slots in education programs are filled with students in the lowest fifth of their college classes?

The irony is that the one academic credential that is proven to affect teacher quality—a bachelor's degree in the subject being taught—is not required by public schools. Harvard professor Ron Ferguson has shown that the more a teacher knows of his subject, the better his students tend to perform. Wealthier districts know this and tend to seek out teachers with such qualifications. Poorer districts often get stuck with the less-qualified: In schools with poor, high-minority populations, only one in three science classes is taught by a science major.

Meanwhile, would-be teachers are blocked by bogus certification requirements. Simmons tells the story of a former student who was studying civil engineering at college and wanted to be a teacher. Despite his expertise in math and physics—subjects in great demand in many schools—and his experience coaching youth football and baseball, he could only teach in public school by completing a bevy of education courses. "We discourage a lot of people," Simmons says wearily.

Requiring education degrees for teachers makes as little sense as blackballing actors who didn't go to acting school. It would be vastly more sensible for public schools to hire teachers based on subject knowledge, enthusiasm, and ability—the same criteria used by private and parochial schools. A number of states have taken steps in the right direction with "alternative certification," allowing teachers into classrooms without ed school classes (although typically they have to take those classes to continue

teaching). A prime example of alternative certification's success is Teach For America, which sends college graduates to two-year teaching stints in the country's most desperate school systems. These teachers earn plaudits from principals, 77 percent of whom describe them as better than their other beginning teachers. And 65 percent of Teach for America alumni have stayed in education.

Some teacher training is necessary. As Jonathan Schorr wrote in the *Monthly* in 1993, "developing and executing a good curriculum is about as simple as composing and performing a good symphony." As Schorr suggests, an initial training period should be short—as little as eight weeks. Then, novice teachers should be joined with a mentor, or "master teacher." Student teachers are too often thrown to the wolves without real support. Mentors would commit real energy to the relationship—and be rewarded financially for the effort.

The Uglier Task

Recruiting, training, and encouraging good teachers will go a long way toward improving public schools—but not far enough. The second, uglier

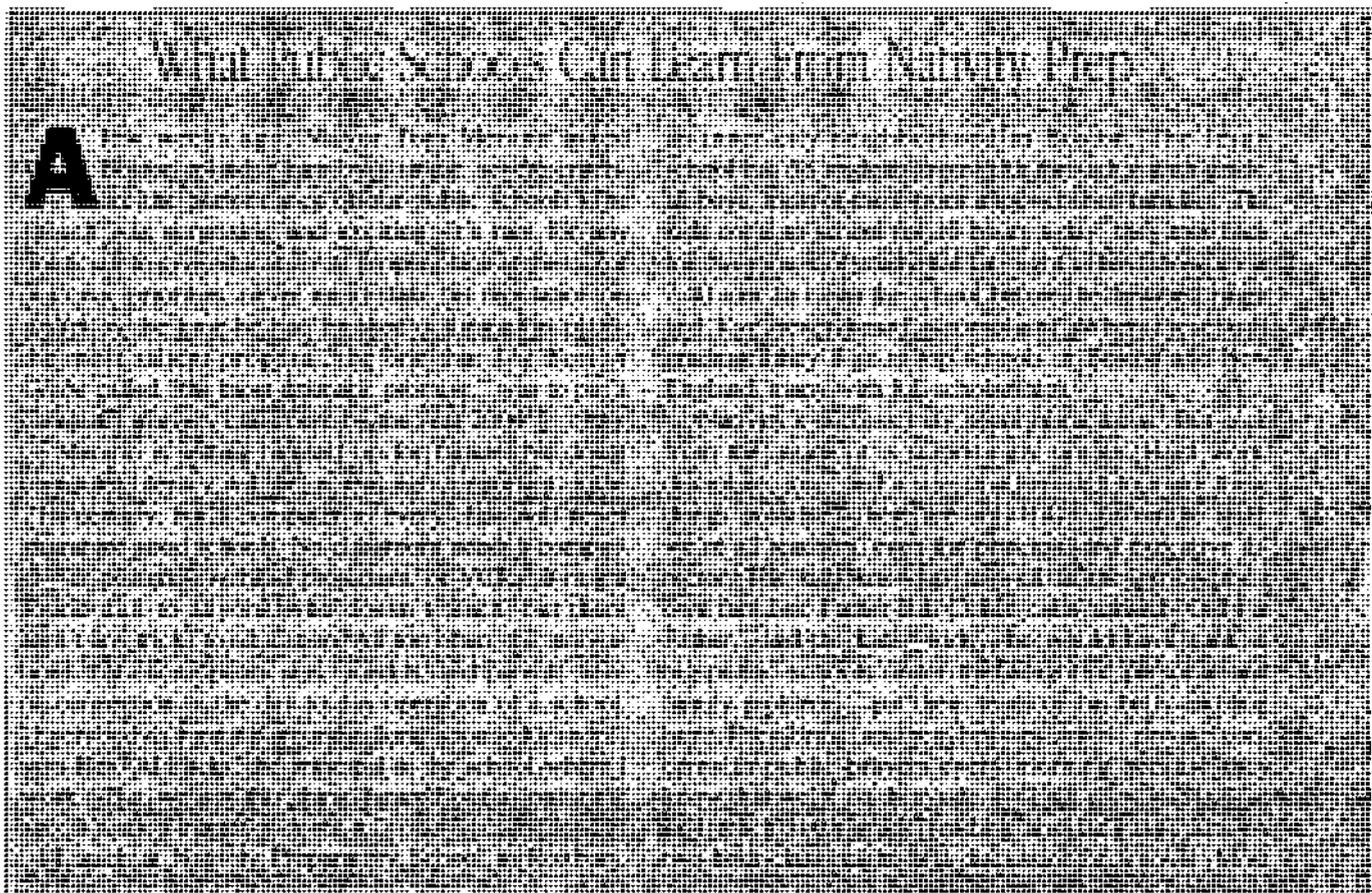
task is to get rid of teachers who aren't doing their jobs. Talk to any teacher or principal and the stories tumble out. In my first three interviews for this article, I heard about these eye-opening cases:

- A junior high teacher who is an obvious alcoholic and brags to his colleagues about biding his time until retirement.

- A paranoid, abusive kindergarten teacher who accuses students of "spreading lies about me" and who once pinned a student against a wall.

- A congenial, but tired, third-grade teacher who sends all her hard-to-reach students—even very bright ones—to "special education" classes in order to get rid of them for half the day.

It might seem impossible that such teachers keep their jobs. Obviously, principals, fellow teachers, and even students know who they are. But the tenure laws that govern public schools make firing teachers as painful and expensive as removing an impacted wisdom tooth. "I can think of a teacher who used to have her children sit in front of the television for a couple of hours each day," says one veteran principal in a big-city school system. "It was mainly just as a baby-sitter, and I thought that was pretty criminal." But the principal took no action.



"Unless you can prove gross incompetence," she says, "you're not going to move a teacher."

Firing bad teachers is not impossible. But it is so difficult that principals rarely try. Consider Jay Dubner, a New York City school teacher who was convicted of a felony narcotics violation. It took two years and \$185,000 in legal fees for the city to dismiss him. Egregious cases like these at least generate media coverage and public indignation. After the Dubner case, New York State made it easier to fire a teacher convicted of a crime.

But most cases are less obvious to the outside world. One principal told me about an out-of-work actress who worked as a teacher in order to pay her bills. She would tell her students to put their heads down on their desks and then spend class memorizing lines. With much difficulty, the woman was transferred. Not fired, transferred. Another principal, and another set of kids, inherited that teacher's incompetence. Typically, already struggling schools get these teachers dumped on them.

Madeline Cartwright, a former principal of Blaine Elementary School in North Philadelphia—a principal with the "magic touch," *The New York Times* said—knows this problem well. She has been

frustrated by bad teachers. But as a former staff representative for the Philadelphia Federation of Teachers, she also knows why it is virtually impossible to get rid of them.

"If a principal rates a teacher 'unsatisfactory,'" Cartwright says, "they get the wrath of the union. We would get the teachers together and say, 'Her today, you tomorrow. You better support us today so we'll support you tomorrow.'" At first, when Cartwright spoke to a teacher who had been given a bad rating, she would ask: "Why were you rated poorly?" But she was dressed down by the union president. "He told me it was my job to defend that teacher no matter what. I had one man [who] was having a love affair with a 15-year-old girl who could neither speak nor hear. I said to the president, 'There's no way I'm going to represent that teacher.' I said 'I can't go. Send somebody else.'" And so they did. "The union stand is the same as a lawyer—defend everybody," Cartwright says.

This problem runs deeper than just bad teachers. Even good ones have no outside incentive to do their job well, because they can't be fired or even seriously disciplined.

The first step toward a solution is to eliminate

recently, it was Mildred Taylor's *Roll of Thunder Hear My Cry*, the story of a Southern black family during the Depression. My kids have a tough time reading. But they did grow up listening, and I work with that. I read out loud to them and talk over the material. That gets them excited to do a reading assignment at night.

Since we have no secretary or janitorial staff, the teachers and kids pitch in to run every aspect of the school. This means work for me that teachers unions in a public school would holler over—answering phones, for example. But the absence of bureaucracy means that I have no paperwork, no requirements other than keeping the place running and teaching the kids.

Nativity not only fosters academic excellence and a feeling of community, but something even more remarkable: Our students, despite the misery around them, are usually *happy*. They're comfortable in school; they're free to be nerds. Their achievement breeds self-esteem, self-worth, and all the other touchy-feely issues that bigger schools waste so much sweat trying to make happen.

The school pays teachers just a small stipend, yet we come from the best colleges in the country to give long hours to our kids. Why are we here rather than in more lucrative or prestigious professions? The answer

is simple: We love teaching. It is an unbelievably satisfying, deeply thoughtful experience.

Why are we here rather than at a public school? Unfortunately, most public schools won't let you in the door without extensive coursework in education classes. Most teachers at Nativity are under 25 years old and have never taken an education course in their lives. I got about 20 hours of training before heading into the classroom. Like my colleagues, I'm doing fine—and getting better the more I teach.

The size, structure, and atmosphere of the school also matter. Unlike public schools, weekly faculty meetings at Nativity aren't tied up with battles between teachers, administration, and the wider school system; instead, we're able to discuss each student, one by one, and figure out what he needs from us. In an environment with firm discipline and high expectations, teachers can affirm and challenge children.

Nativity has its limits: Because it subsists on donations, it reaches a very small number of students. But the conditions that make Nativity a success—good teachers, small size, minimal red tape, discipline, and love—can be replicated in public schools. In some places, they already have. Not every kid can come to Nativity, but if education reformers learn from its success, every kid can get a Nativity education.

—Michael K. Mayo

tenure. William Boshier, state superintendent of Virginia's public schools, wants to do just that. "This is something that polls show 70 percent of Americans support," he says. "As we talk about student accountability, accountability for schools, then we need to look at every aspect." Boshier would offer new teachers a year-long contract, then, if they do well, a three-year contract, and after that, five-year contracts.

Throughout the country, unions use their formidable political clout to perpetuate the status quo. In 1994, the National Education Association (NEA) gave \$2.27 million to Democratic candidates for Congress, outspending even the National Rifle Association. More to the point, the donations flow generously in state politics where the laws that matter get written. The Virginia Education Association killed Boshier's reform in the state legislature. In a number of states, from California to Kentucky, reformers are moving to reform tenure laws and are meeting the same resistance.

No one knows unions' fearsome power better than Bill Clinton who, as Arkansas governor in 1983, proposed that teachers pass a simple competency test as a condition of recertification. The Arkansas Education Association was enraged, calling tests "insulting and degrading." They lobbied the legislature, staged candlelight vigils, and closed down the schools to hold a massive rally in Little Rock. Considering how basic the test was, the furor is mystifying. One math question was as follows:

In preparation for the sixth grade graduation ceremony, the school custodian determines that the school has 1,200 folding chairs. However, the kindergarten classes will use 240 of those chairs for their graduation. How many chairs will be left over for the sixth graders? A: 950; B: 960; C: 1060; D: 1,440. (By the way, teachers who failed the test could take it again—multiple times.)

Unions, of course, have won many deserved benefits for teachers who are generally overworked, underpaid, and underappreciated. And the American Federation of Teachers (AFT) has shown more willingness than the larger NEA to tackle once taboo issues—such as the importance of discipline in the

classroom. But even the AFT continues to defend incompetents. For groups that are supposed to be teachers' advocates, this makes no sense. Bad teachers make for more work and less respect for the good ones.

Teachers do have a legitimate worry about principals abusing their power to hire and fire; so why not involve teachers in personnel decisions? There's also no question that some job security for teachers encourages academic freedom. But a five year contract gives considerable security. Or make it six—then teachers would have the same job guarantee as United States senators, who have the longest tenure

of any elected federal official and among whom there is no shortage of the spirited disagreement that academic freedom is meant to stimulate.

III. GREAT EXPECTATIONS

Gertrude Williams, the principal of the Barclay School in Baltimore, had an idea: She wanted to adopt the rigorous curriculum and methodology of a nearby private academy, the Calvert School, for her inner-city public school students. The city superintendent, Richard Hunter, resisted, calling it a "rich man's curriculum." Presumably, Hunter meant that Barclay's students—90 percent of whom are black, 82 percent of whom are poor enough to receive free school lunches—wouldn't respond to a rigorous program in math, science, history, literature, and art.

The program was adopted and the Barclay kids proved Hunter wrong. Before the new curriculum was put in place, they tested in the 20th and 30th percentiles, scores typical of troubled urban schools. Now, language scores match those of expensive private schools, with English scores in the 80th percentile and math in the 85th. More prosperous families are moving to enroll their kids in Barclay.

The Barclay experiment is the latest proof that the more that is asked of kids, the better they perform. This is age-old practice at prep schools such as Exeter. But among inner-city kids, standards and expectations are low. One Department of Education study showed that the same work that earns a C in the average suburban school would earn an A in the



average inner-city school. By giving youths only remedial and vocational courses, we practically guarantee that they will not excel.

"We expected less of our young people," *A Nation at Risk* concluded, "and they gave it to us." This is true not only in troubled schools. More than a third of high school graduates take no math course more advanced than basic math or introductory algebra. Only 17 percent of blacks and only 26 percent of whites take any physics in high school. Is it any surprise that American students, compared to those in other industrialized countries, rank near the bottom in math and science?

In Catholic schools, tougher standards are old hat. Rare is the graduate of a parochial high school who doesn't leave with four years of English, three of math, and two of science. And whether in the suburbs or inner city, parochial schools take the same students as nearby public schools and produce far better results. At Nativity Preparatory School in Roxbury, Mass., teacher Michael Mayo's students attend four more hours of school a day than their public school peers. But it pays off in intellectual growth. "They get a lot of crap for putting on a tie and going to school for 10 hours a day," Mayo says. "But they keep coming. Even on Saturdays. They like it."

High standards aren't about curricular bells and whistles; they're about ensuring that high school graduates have the basic skills and knowledge to be productive workers and informed citizens. Some public schools are replacing remedial education with exciting, demanding work—and students are responding. Althea Woods, principal of the 99th Street School in the Watts section of Los Angeles, has implemented a program dubbed "accelerated schools." As a former regional consultant, Woods recalls seeing "slower" kids numbed by boring tasks such as copying down definitions from the dictionary. "Our staff came together," she says, "and decided that all of our children were gifted and talented and that we would teach them that way." At 99th St., sixth graders study operas and Shakespeare. And a school that was once one of the city's worst now has to turn parents away.

If high standards are vital in academics, they are also necessary for behavior. In an Alexandria, Kentucky high school, Spanish teacher Fran Cook was repeatedly threatened by a student, Andy Bray, who would blurt out, "I am going to kill you, Mrs. Cook." Cook once intercepted a letter from Bray to his friends: "To frighten teacher," it read, "speak

each day about different methods of murder." His punishment? Forty minutes of detention. Cook ultimately had to file a civil lawsuit and seek a restraining order, which she won. The school began expulsion hearings only after a storm of publicity.

Fran Cook isn't alone. An *American Educator* survey found that 36 percent of teachers in inner-city junior high schools, and 11 percent in the suburbs, have been threatened by a student. "Thugs ... run the schools," one Connecticut teacher told *Public Agenda*. Other teachers echo this opinion; more than 80 percent think removing chronic misbehavers would substantially improve kids' education. Discipline problems also send good teachers fleeing to private or parochial schools, which mete out real discipline and thus have more orderly classrooms.

School officials slack off on discipline partly out of good intentions: They want to keep students in school rather than cast them out to a crueler world. There's also financial self-interest: Schools don't want to lose funds they receive on a per-pupil basis. And then there's the fear of lawsuits from aggrieved parents. Disruptive students often get off for the same reason as bad teachers—schools don't want to spend years in court defending their decision. Principals need to be able to exercise discretion, and that means changing the law to shield them from endless lawsuits. If a principal shows a pattern of poor judgment, he should be fired. Otherwise, he should be able to act in the school's best interest.

IV. INVOLVING PARENTS

When Madeline Cartwright became principal of Blaine Elementary in North Philadelphia, she could count on two hands the number of parents who regularly attended meetings. After coaxing parents to get involved, her 300-person auditorium would overflow at meetings. Almost immediately, more students began to attend school regularly. Three years later, Blaine was named the district's most academically improved school.

Today, Madeline Cartwright earns \$4,000 a speech to talk to educators about her work at Blaine. But when she offered her services for free to her grandson's school in Haverford Township, a well-to-do suburb, she was ignored—except for being asked to make cookies for a bake sale.

Parental involvement is perhaps the most important determinant of a student's success in school. Unfortunately for American public schools, Cartwright's grandson's school is the norm and

Blaine is the exception. In many schools, parents are made to feel unwelcome. Teachers and principals are too busy, or they fear parents will challenge their authority or call them on their shortcomings.

Althea Woods's "accelerated" school is a model of what parental involvement can do. "Our parents will just do anything," she says. They prepare bulletin boards in the hall, tutor children, and monitor playgrounds. "Once we were short a custodian and the parents said, 'Oh no, this school is not going to turn into one of those filthy places.' So they came with their Lysol and their mops, and that lasted for three weeks until we got a custodian."

Woods's parents are also more engaged with their own children at home. They attend workshops on how to help their kids with homework. The kids benefit not just from having their parents' attention but also from the wide range of adults who volunteer in the schools. When a civil servant or an office manager or an engineer comes to school, students are exposed to worlds they might never have seen.

That's why not just parents, but the entire community needs to get involved. At Covina Elementary School in Los Angeles, Principal Ron Iannone invited the town Rotary club, university medical students, and others to volunteer in his school. Now Covina is cleaner, safer, and rich with options from day care to after-school programs. Schools need an explosion in this kind of volunteer activity, particularly for labor-intensive services like tutoring. Unfortunately, too few of us recognize the need. A recent *Washington Post* story touted the value of tutors to "fix things that are broken [and] expand a child's horizon." But the paper only mentioned volunteer tutors in passing, smugly assuming that kids who can't afford fees of up to \$40 an hour don't deserve the same help as those who can.

V. ENOUGH MONEY TO DO THE JOB

At a 1990 Education Summit, then-President George Bush proclaimed that the U.S. "lavishes unsurpassed resources on ... schooling." Unsurpassed by whom? This country spends less on primary and secondary education than 13 of the 16 major industrialized countries. In 1995, the General Accounting Office reported that a staggering \$112 billion is required to repair facilities and construct new schools for an expanding student population. In Dade County, Florida, for example, *The Miami Herald* recently found 241 out of 272 schools "cramped beyond capacity, many with twice the number of students they

were built to hold."

Shannon Carey, the teacher at Stonehurst Elementary in Oakland, works in a facility that is overcrowded and poorly maintained. Built when it was faddish to have no walls between classes, the school hasn't had funds to build temporary walls. "You can imagine the bedlam," Carey says. "You're having silent reading and the class next door is teaching music. Stuff literally comes flying and hits your kids when there are substitutes." And last year, Carey's school was repeatedly flooded with raw sewage. "I was thinking, 'This is just East St. Louis.'... But it was in my school, too."

As per President Bush's assertion, conservatives produce piles of academic data to demonstrate that money makes no difference in schooling. But if money doesn't make a difference, why do suburban districts spend ever-more money on schools—sometimes near \$20,000 per-pupil per-year? An increasing body of research shows with data what common sense tells us anyway: Money matters. Princeton economists David Card and Alan Krueger, for example, have shown that the more money spent on students' education, the higher their wages are likely to be in the future.

The reasons for the "money doesn't matter" excuse are many: Old folks may not want to spend any money on schools after their kids have graduated. Richer districts want to pretend that money doesn't matter so they won't be forced to share more of their wealth with poorer neighbors. Public schools have historically been funded through local property taxes—and that has led to dramatic inequities. The "equalization" movement, which seeks to pool tax money at the state level for more equitable redistribution to schools, is a welcome step toward alleviating often-glaring discrepancies in teacher salaries, school facilities, and supplies.

A more delicate problem in school funding is the special education programs that have gobbled up an increasing share of school budgets. Federal legislation requires states to provide education to "all handicapped children," but federal funds cover only a tiny portion of the cost (about 7 percent). In New York City, the average spending per pupil is \$7,918. But full-time special education students get an average of \$23,598, while students in regular classes receive only \$5,149. One student with cerebral palsy receives \$100,000 worth of annual services, including a motorized wheelchair and special school and home services. The school board picks up the bill.

It is painful to balance the interests of a needy

and vulnerable minority against those of the general population. But should physically and mentally disabled students have an entitlement to massive spending while students whose needs may be less obvious get shortchanged? For poorer families, the state does have a responsibility to care for seriously ill kids, but schools should not bear the burden. And families with the money to pay for a disabled child's special education should do so. At Washington, D.C.'s Lab School, highly regarded for its work with the learning disabled, a majority of students live in affluent neighborhoods. But as Thomas Toch reported last year in *The Washington Post*, 90 percent of the school's funding comes from D.C. and Maryland taxpayers. One husband and wife whose child is projected to cost the District \$275,000 are both partners in large law firms and, Toch notes, likely earn upwards of \$800,000 a year.

Money alone, of course, won't cure public schools' ills. Liberals like Jonathan Kozol, whose invaluable book *Savage Inequalities* documented abhorrent school conditions from East St. Louis to L.A., reject criticism of bad teachers, bureaucrats, and low standards. Those who criticize school bureaucracies, Kozol writes, lack "courage or originality." More money, he implies, is all that's needed. But Kozol's own stories show otherwise: In the South Bronx, for example, the kids went without writing paper or books partly because of school board members who were stealing supplies.

Lacking proper funds is not an excuse to do nothing now; many of the reforms outlined here—such as changing certification and tenure rules and expelling disruptive students—would cost nothing. But the public should meet schools halfway, giving them resources enough to truly excel, not just scrape by.

Those in wealthy districts may be tempted to dismiss the need for more money—and the threat to schools posed by bad teachers, bloated bureaucracies and too-low standards. But suburban schools, while clearly better-off, are not immune to the coming challenge to the public schools. After a wide-ranging series of polls and interviews, Public Agenda found support for public schools to be "lingering, but precarious"—and that's everywhere, not just in poor areas. Employers don't trust high school diplomas; parents don't believe their kids are learning even basic skills in reading and math; international comparisons show the U.S. lagging. Not every school system is in equal danger. But the system as a whole is clearly on the edge of a cliff.

The time is nearing when even the most loyal

supporters of public schools will look for other options. Privatization—contracting out schools to for-profit companies—has not enjoyed notable success so far. But the idea of vouchers—giving parents the money to send their children to public, private, or religious schools—is gaining momentum.

In theory, vouchers would reward the best schools and force marginal ones to close. In practice, vouchers could mean a government subsidy to wealthy parents with kids at Exeter. Vouchers would also further balkanize schools; more middle class parents would flee, leaving poorer kids in a system with less money and less public support. But there is one form of voucher that makes sense now. Designed for poor kids stuck in the most desperate public school systems, it could only be used at schools that would accept it as full payment, and so those rich parents couldn't use it to help pay Exeter tuition. This is not a permanent solution: It still carries the danger of balkanization and does not solve the problem of kids whose parents are either too busy or too uncaring to "shop" for schools. But it would provide an opportunity for promising kids to escape to, say, a good parochial school.

This kind of voucher would also serve as a warning to all who defend the status quo. Teachers' unions, education schools, and administration bureaucracies have tenaciously resisted change and need to be forcibly reminded of the realistic possibility that, soon, there may be no status quo to defend.

The five principles outlined above could turn the schools around. It would take the zeal and commitment and money usually reserved for wartime. But it would be worth it. For reasons both moral and practical, schools are the country's backbone: To accept that one child should have less of a chance in life because they are born in the wrong school district, or consigned to a lazy teacher, is to reject the notion that everyone deserves an equal chance to get ahead. And substandard education spells economic death for our future.

This is a war we can't afford to lose. As society segregates further into privileged and disadvantaged enclaves, as it retreats into the isolation engendered by technological progress, the need for the "public"—public spaces, public discourse, and public schools—becomes ever more urgent. That sense of urgency should energize parents, teachers, principals, students—and all the rest of us—to demand good teachers, slim bureaucracies, and high standards. It should move us to care, and to act, before a nation at risk becomes a country at sea. □

**TRIP OF THE PRESIDENT TO PALISADES, NEW YORK FOR THE
NATIONAL GOVERNORS' ASSOCIATION'S EDUCATION SUMMIT**

Press Background Information

March 27, 1996

TRIP OF THE PRESIDENT TO PALISADES, NEW YORK FOR THE NATIONAL GOVERNORS' ASSOCIATION'S EDUCATION SUMMIT

Press Background Information

March 27, 1996

The President will travel today to Palisades, New York to address the National Governors' Association's Education Summit.

Remarks to the NGA Education Summit

The President will address the noon session of the National Governors' Association Education Summit. In his remarks, the President will call on the education community and all Americans to improve education and schools for the 21st century. He will specifically address the need to improve standards for teachers, students and schools -- challenging states to develop achievement tests which students must pass at every level in order to graduate or be promoted. He will also highlight the importance of more and better educational technology and emphasize the necessity of safety, discipline, values and personal responsibility in our education system. *See attached background information on specific challenges.*

President Clinton directed a bipartisan effort to establish and achieve National Education Goals during the 1989 Education Summit in Charlottesville, Virginia. As governor of Arkansas and co-chair of the National Governors' Association Education Task Force, Governor Clinton led the negotiations which produced an historic agreement between the governors and President Bush to work together to establish National Education Goals.

In 1991 in Arkansas Governor Clinton enacted a comprehensive education reform bill based on the National Governors' Association recommendations. Soon after taking office in 1993, President Clinton transmitted to Congress Goals 2000, an effort based on the successful school reform programs and aimed at making the federal government a full partner in school reform.

Attached are fact sheets on

- the Education Challenges;
- the Clinton Record on Education and;
- New York Economy under President Clinton.

BACKGROUND ON PRESIDENT CLINTON'S EDUCATION CHALLENGES

National Governor's Association / IBM Education Summit

March 26, 1996

PRESIDENT CLINTON WILL CHALLENGE THE NATION'S GOVERNORS, BUSINESS LEADERS AND PARENTS TO WORK WITH HIM TO RENEW OUR SCHOOLS AND IMPROVE EDUCATION FOR ALL STUDENTS. In his speech, the President will lay out 6 specific challenges:

- 1. CHALLENGE ON HIGH STANDARDS FOR ALL STUDENTS.** President Clinton will make a major new challenge to states to hold students to stronger and tougher standards for advancing in school.
- 2. CHALLENGE ON HIGH STANDARDS FOR ALL TEACHERS.** President Clinton will challenge states to set high standards for teachers, reward them for performance in the classroom, and make it easier for enthusiastic individuals to enter the teaching profession.
- 3. CHALLENGE ON HIGH STANDARDS FOR ALL SCHOOLS.** President Clinton will challenge every state to ensure that we invest more in teachers, students, and classrooms -- not administration. He will also challenge every state to allow public school choice and pass charter school laws.
- 4. CHALLENGE ON SAFETY, DISCIPLINE, AND VALUES.** President Clinton will challenge states and communities to do more to make schools safe and drug free and restore discipline through school uniforms and other innovative measures.
- 5. CHALLENGE ON TECHNOLOGY LITERACY.** President Clinton will challenge states and businesses to wire every classroom by the year 2000 and for teachers to be prepared with the skills to utilize and teach new technologies. The President will also challenge the software industry to create more engaging educational software.
- 6. CHALLENGE ON PERSONAL RESPONSIBILITY.** President Clinton will challenge parents to be more involved in their children's education. He will also challenge businesses to encourage parental participation by giving employees time-off to attend parent-teacher conferences and spend time helping their children with homework.

BACKGROUND ON EDUCATIONAL PROGRESS UNDER PRESIDENT CLINTON

March 26, 1996

" America has to be serious about education. We have to be serious about education if we want to have a strong economy, if we want these young people to live up to fullest of their God-given abilities. If we really believe that our obligation to our children is to give them the ability to make the most of their own lives in this world we are living in, that means education, education, education. We must face it, embrace it, and be glad about it."

President Clinton
O'Farrell Community School; San Diego, CA
September 22, 1995

OVERVIEW

- **Unprecedented Commitment To Expanding Educational Opportunities.** The Clinton Administration has made an unprecedented commitment to reforming the federal role in education and training and to expanding the opportunities available to American children and adults to improve their skills and maximize their potential.
- **A Commitment To Balancing The Budget While Investing In Education.** President Clinton stood up to the Republican Budget that would have cut funding for key Education programs by \$31 billion. President Clinton's FY 1997 Balanced Budget shows that we can balance the budget in 7 years while continuing investments in key education programs:

Increase In Overall Education Spending.

- 20% increase in major education and training programs in 1997 over 1993 levels.
- \$61 billion more for education and training over 7 years than the Republican budget.

Increase In Funding For Key Education Programs That Work.

- \$1 billion more for Title I for basic and advanced skills assistance in 1997 than in 1993.
- Increases funding for other education and training programs that work, such as: Pell Grants, Safe & Drug Free Schools, Charter Schools, School to Work, and Goals 2000.
- Major Expansion of Head Start:
 - Commitment to fund 1 million Head Start opportunities for preschool children by 2002.
 - \$1.2 billion increase in 1997 over 1993 levels.
 - Supports nearly 800,000 Head Start opportunities in 1997 -- 46,000 more than in 1995.
- Continues Commitment To National Service:
 - Funds 30,000 AmeriCorps members in 1997 -- 5,000 more than this year -- for a total of 100,000 AmeriCorps opportunities over the program's first 4 years.

New Education Initiatives

- Technology Literacy Challenge -- \$2 billion to help states, local communities, and private sector bring the future to the fingertips of every child through computers & connections.
- \$1000 Honors Scholarships for top 5% of graduates from every high school.
- Expanded Work Study to reach 1 million students by the year 2000.
- \$250 million job training initiative to reduce unemployment among low-income youth.
- \$10,000 Tuition Tax Deduction to help middle-class families afford college.

THREE YEARS OF PROGRESS IN EDUCATION

HEAD START. President Clinton has made expanding and improving pre-schooling the starting point for helping families give their children a good start on the right course. He appointed the Head Start Advisory Commission to examine the program and to recommend ways to improve its operation. These recommendations formed the basis for the 1994 reauthorization of Head Start with major quality improvements. In his first two budgets, the President increased Head Start spending by \$760 million.

GOALS 2000: EDUCATE AMERICA ACT. President Clinton helped to create Goals 2000 and signed it into law in 1994. Goals 2000 supports state, community and school efforts to raise standards of achievement and discipline and encourage students to work hard to meet them. Goals 2000 affirms the President's belief in the critical role of education in building America's future and the federal government's central role as a partner in that effort. More than 40 states have already chosen to participate in Goals 2000 and have developed their own strategic plans -- based on raising academic and occupational standards, improving teaching and expanding the use of technology -- for educational reform.

IMPROVING AMERICA'S SCHOOLS ACT. Signed by President Clinton in October of 1994, this law focuses on improvements in teaching in more than 50,000 schools and has a direct impact on five million children in high poverty areas. By increasing school flexibility to use federal aid and supporting effective innovations, this law is a significant step in helping all students meet high academic standards.

SCHOOL TO WORK. Signed by President Clinton in May of 1994, this act broadens educational, career and economic opportunities for students not immediately bound for four-year colleges through local partnerships among businesses, schools, community organizations and state and local governments. By equipping students with the knowledge and skills necessary to pursue work or post-secondary training, this law helps ensure that America will be capable of performing and prospering in a competitive global economy.

NATIONAL SERVICE. President Clinton created the AmeriCorps program -- signed into law in September of 1993 -- to enable young people to earn money for education by serving their communities. This year alone, 25,000 volunteers are working in schools, hospitals, neighborhoods and parks.

DIRECT LENDING. President Clinton's Direct Lending program -- signed in August of 1993 as part of the Omnibus Budget Reconciliation Act -- eliminates billions of dollars in unnecessary payments to lenders and third parties and makes student loans cheaper and more efficient for students, schools and taxpayers. Over 1,300 schools, representing 40% of the total number of loans, are participating in this program, which cuts bureaucracy and saves taxpayers and students billions of dollars, while allowing more borrowers flexible repayment arrangements -- including pay-as-you-earn plans through Individual Education Accounts. President Clinton remains committed to preserving the right of every college to choose Direct Lending.

EDUCATION AGENDA TO MEET THE CHALLENGES OF FUTURE

President Clinton remains committed to education reform and has vowed to continue helping Americans invest in their children's and their nation's future. In his State of the Union Address, the President made the following proposals:

TECHNOLOGICAL LITERACY FOR THE 21ST CENTURY. President Clinton has launched a national mission to make all children technologically literate by the dawn of the 21st century, equipped with communication, math, science, and critical thinking skills essential to prepare them for the Information Age. He has challenged the private sector, schools, teachers, parents, students, community groups, and all levels of government to work together to meet this goal by building four pillars that will:

1. Provide all teachers the training and support they need to help students learn through computers and the information superhighway;
2. Develop effective and engaging software and on-line learning resources as an integral part of the school curriculum;
3. Provide access to modern computers for all teachers and students;
4. Connect every school and classroom in America to the information superhighway.

HIGHER EDUCATION STANDARDS FOR STUDENTS AND TEACHERS. In order to ensure America's competitive strength, President Clinton wants to see public schools driven by demanding high standards for students and teachers.

PUBLIC SCHOOL CHOICE. President Clinton believes that information, competition, and choice among public schools should be the rule, not the exception. Any parent who is dissatisfied with either their own child's or the school's performance should have the opportunity to choose a public school that will do better.

CHARTER SCHOOLS. To ensure that every parent has the opportunity to choose a school for their child, the President called on all 50 states to enact charter school laws within 12 months. Twenty states currently have laws providing for the creation of charter schools -- public schools, created and managed by parents, teachers and administrators. Charter schools have greater flexibility but they are held accountable for their results through a performance-based contract with a local school board, state, or other public institution.

PARENT INVOLVEMENT. President Clinton believes strongly that parents are and should continue to be their children's first and most important teacher. The President asked parents to read with their children, see that their homework is done, see that they take the tough courses, know their children's teachers, talk to their children directly about the dangers of drugs and alcohol, and talk to them about the values they want them to have. The President has also challenged businesses, schools, and religious organizations to help parents find the time for all of this by being family-friendly for learning.

NEW INITIATIVES TO INCREASE ACCESS TO HIGHER EDUCATION. *Between 1992 and 1995, the dollar amount of aid to students -- including loans, grants and work-study -- increased from \$22.5 billion to \$34.4 billion. In his State of the Union Address, President Clinton vowed to continue the trend of increasing college enrollments by calling for the enactment of three key initiatives to increase access and the affordability of a college education.*

MERIT SCHOLARSHIPS. The President called for the creation of the largest-ever merit-based scholarship program, rewarding the top 5% of high school graduates in every school with \$1,000 grants toward the cost of college. If this proposal is enacted, this year, 128,000 graduating high school seniors will receive a scholarship to help finance their college education.

EXPANSION OF WORK STUDY. The President proposed a dramatic expansion of the College Work Study program, from 700,000 students to over one million over the next five years. This increase will significantly expand a program that reaffirms the American ethic, rewarding hard work and helping ensure that all who want a higher education are able to afford it.

TUITION TAX DEDUCTION. The President has called for a deduction of up to \$10,000 for the cost of tuition and training. Families could deduct up to \$10,000 in expenditures for postsecondary education. 17.1 million students and 14.3 million families stand to benefit from this proposal for tax relief to working families.

MAKING NEW YORK A BETTER PLACE TO LIVE AND WORK

America Is Moving In the Right Direction Under President Clinton

- **Stronger Economy.** The combined rate of unemployment and inflation is at its lowest level since 1968.
- **8 Million New Jobs.** The economy has created more than 8 million new jobs under President Clinton. Private sector job growth rate nearly 8 times greater than during previous Administration.
- **Renewed Growth in Key Industries.** After a decade of enormous job losses in construction, manufacturing, and autos, these industries have made a remarkable recovery -- more than one million new jobs combined under President Clinton.
- **Deficit Cut in Half.** The President's economic plan cut the deficit for three years in a row for the first time since Harry Truman was President -- the largest reduction in history.
- **Keeping Guns Away from Criminals.** More than 60,000 fugitives and felons blocked from buying handguns because President Clinton fought to pass the Brady Bill.
- **Safer Communities.** The crime rate is down and the number of murders reported dropped 12%--the largest decline in 35 years.
- **Stronger Families.** Teen pregnancy is falling, the poverty rate is decreasing, and the number of people on welfare is declining.

New York Is Moving In The Right Direction Under President Clinton

- **Unemployment Rate in New York Has Declined from 8.2% to 6.0%.**
- **Consumer Confidence Is Up 13%, After Dropping During the Prior Four Years.**
- **193,500 New Private-Sector Jobs in New York -- After Losing Jobs During the Previous Administration.**
- **Crime is Down.** In *New York City*, the number of reported crimes fell 15% with the number of reported murders declining 31% in the first half of 1995. In *Buffalo*, murders dropped 34% during the same period.
- **\$15,000 of Reduced Federal Debt for Every Family of Four in New York.** The President's economic plan is reducing the federal debt for each family of four by about \$15,000.
- **890,568 Working Families Receive a Tax Cut.** The President's expanded Earned Income Tax Credit is helping 890,568 working families make ends meet.
- **3,378 New Police Officers in New York.** The President's Crime Bill puts 3,378 new police officers on the street, strengthens drug courts helping keep adult and juvenile offenders from cycling through the legal system, and helps protect women and children from domestic violence and sexual offenders.
- **3,141,000 Workers Protected by Family and Medical Leave.** The Family and Medical Leave Act allows workers to take up to 12 weeks of unpaid leave for the birth of a child or to care for a sick family member. This law covers about 3,141,000 workers in New York.

THE WHITE HOUSE

WASHINGTON

March 27, 1996

To: Leon Panetta, Mike McCurry, Carol Rasco, Bruce Reed, Marcia Hale,
Bruce Lindsey, Ginny Terzano, April Mellody

From: Gene Sperling

Subject: Background Materials: NGA Education Speech

The following are materials that should be helpful in giving members of the media the details and the examples that they need to do more in-depth analysis of some of the proposals the President will be making in his education speech today.

Several people worked overtime today to try to get these materials together. Leslie Thornton, with help from Jennifer Davis helped pull material from the Department of Education on little notice, and Gaynor McCown of the DPC wrote the accomplishment document and put together much of the materials. Jason Goldberg and Matt Catapano worked late (as usual) to help get this done.

BACKGROUND MATERIALS

	Page
No Social or Automatic Promotions:	
Talking Points	1
Paragraph on 5 State Promotion Tests	2-3
Facts on Social Promotion from Recent clips	4-5
NGA Grid on 50 State Efforts	6-7
Teacher Standards:	
Background Facts on Teacher Certification	8
50 State Chart On Special Teacher Cert.	9
4 Examples of Teacher Tenure Reform Law	10-11
2 Examples of Teacher Incentive Programs	12
3 Programs for Weak/Excellent Teachers	13
50 States National Board Experience	14-19
Hold Schools to High Standards	
Charter School Summary	20
Charter School Example	21-23
Safe, Drug Free and Disciplined Schools	
Community School Summary and Examples	24-28
NYT Article on Teacher Authority to Suspend Students from Classroom (NY and Indiana)3/5/96	29
Administration Accomplishments	30-32

TALKING POINTS ON NO SOCIAL OR AUTOMATIC PROMOTIONS

Getting Serious About High Expectations and High Standards: The President is sending a strong message to the nation: that it is long past time to get serious about standards, accountability and high expectations.

End Entitlement Mentality: We have to end the entitlement mentality that says that anyone who shows up deserves to pass and that just getting by is good enough. Passing from one grade to another should be an accomplishment -- not an entitlement. It should signify that the student really did learn -- and that the school is doing its job.

Tests for Promotion From Each Level of School: The best way to make that crystal clear is for every state to say clearly: no one graduates from one school to the next -- from elementary school, from middle school, and from high school -- unless they have met a state performance test.

Purpose is to Help Young People Succeed -- Not Hold them Back: The purpose of this is not to hold young people back: it is to inspire schools, teachers, parents and students to do everything possible -- from tutoring, after school work, summer school, before school -- to help those students meet the grade. Staying back should be a last resort.

Governor Clinton pioneered this idea. His 1983, "Competency Based Education Act of 1983" called for young people to be tested in 3rd grade, 6th grade and 8th grade -- with students having to pass the Arkansas Minimum Performance test in 8th grade to be promoted to the 9th grade. This may be the toughest example of a state using a state-wide performance test as a threshold for promotion. Governor Clinton was the first Governor in the nation to pass an 8th grade competency test for promotion. Only four other states current use some form of tests for promotion.

The President's proposal is call for a bold step, beyond what any state has done so far. The focus on tests for graduation from elementary, middle school and high school is the right approach. *This approach puts accountability on each school to perform and show their students can pass.* It assures standards, accountability and performance throughout school -- ending the mentality of entitlement and social promotion.

Bold, But Reasonable Reform: Even though this approach is stronger and bolder than what any state has done, we feel that it will take hold, because the logic of ensuing that young people are learning as they go through school while holding each school and each students accountable.

STATE TESTS FOR STUDENT PROMOTION

ARKANSAS.

In 1983, Governor Clinton pushed through and signed the "Competency Based Education Act of 1983" in a special or "extraordinary" legislative session. The act called for students to be tested in 3rd grade, 6th grade and 8th grade. The tests in 3rd and 6th grade were used to device educational improvement plans to help students. Yet, students had to pass the Arkansas Minimum Performance test in 8th grade to be promoted to the 9th grade. This may be the toughest example of a state using a state-wide performance test as a threshold for promotion.

SOUTH CAROLINA.

In 1983-84 then-Governor Riley led a statewide education improvement effort, that resulted in the passage of the 1984 South Carolina Education Improvement Act which raised standards and put in place tough student achievement requirements. The Act required an exit exam for graduation, the use of basic skill scores to be part of the promotion criteria from grades 6 and 8. It also included a no-pass, no-play provision.

The combination of the tough standards for promotion and graduation, and no-pass no-play, coupled with extra help for kids that wanted it and needed it, resulted in basic skills scores improving for an unprecedented four out of five years in reading, math, and writing across the state.

In two studies of teachers' opinions about school reform from 1983-1989 by the Carnegie Foundation for the Advancement of Teaching, South Carolina's reforms were constantly rated the highest in the nation for putting more rigor and achievement into the schools.

LOUISIANA.

The Louisiana Educational Assessment Program (LEAP) includes state-developed criterion referenced tests at grades 3, 5, 7, 10, and 11 as well as the norm-referenced California Achievement Test (CAT-5) at grades 4 and 6. At grades 3, 5, and 7, districts are expected to consider students' LEAP scores as a major, but not sole, criterion for promotion. Districts develop their own pupil progression plans for promotion and retention. In general, districts and individual schools use LEAP scores in conjunction with grades and other indicators to determine student promotion.

Districts must provide state-funded remediation for students at any level who fail a LEAP test. Districts determine how to structure the remediation, which must focus on students' weaknesses as indicated on their individual LEAP student reports. Districts choose which students to serve and may provide services during the school year or the summer.

Contact: Claudia Davis, Louisiana Department of Education, Section Administrator, (504) 342-3748

NORTH CAROLINA.

North Carolina administers state-developed tests at the end of grades 3 through 8 as well as end-of-course tests at the high school level. The state cut back testing this year and will administer only reading and math tests for grades 3-8 as well as high school end-of-course tests in those subjects required for graduation. Students in grades 3-8 can score from 1-4 on the end-of-grade tests; the state's goal is for all students to score at level 3 or above. The state expects districts to provide any student who scores below level 3 with some type of remedial instruction. Districts set their own promotion policies and are expected to take test scores into account along with any other relevant information.

Contact: Doris Tyler, North Carolina Department of Public Instruction, Senior Consultant in Testing
(919) 715-1207

VIRGINIA.

Virginia's test is actually more of a graduation test than a promotion test. In 1990, state mandated a sixth grade literacy test that students must pass to graduate from high school. It is a multiple choice and essay test in reading and math. Students who do not pass the test by the 8th grade become quote "unclassified" and have until the end of the 12th grade to pass the test and graduate.

SUMMARY OF RECENT NEWS ARTICLES ON STUDENT PROMOTIONS

Texas. *Statewide Survey on Student Promotions.*

- 68 percent of Texas elementary school teachers report that students they flunked were promoted [Dallas Morning News, 1/23/96]
- 61 percent of middle school and high school teachers said students who failed their classes were allowed to move on without retaking the class. [Dallas Morning News, 1/23/96]
- Jon Cole, president of Texas Teachers Group, said that social promotions -- designed to keep students with others their own age -- are widespread in Texas. Nearly 40 percent of the 2,132 teachers in the poll said failing students were promoted even though teachers recommended they be retained. [Austin American Statesman, 1/23/96]
- Cole estimates that more than 150,000 of the state's 3.6 million students are advanced a grade level each year despite failing grades. [Austin American Statesman, 1/23/96]
- Texas governor George Bush admits the state has a basic skills problem: "Last year, one in four Texas schoolchildren who took the state reading test failed. That's 350,000 children who do not have the basic skills to learn." [The Economist, 2/20/96]
- Houston teachers: most of the 2,832 Houston teachers who responded to the state-wide survey said they were promoted despite failing grades. [Houston Chronicle, 1/23/96]
- Houston promotions: last year Houston promoted nearly 15,000 students who did not pass their coursework but had already been retained the maximum time allowed by law. [Houston Chronicle, 1/23/96]
- Dallas teachers: The survey found that 56 percent of the 1,581 teachers who responded to the survey believed that social promotions were encouraged by their school administrators. [Dallas Morning News, 1/23/96]

New York City.

- Nearly 3/4 of New York City teachers (61%) report that their elementary schools promote students to the next grade even when the students haven't earned it. [Newsday, 2/29/96]
- 9/10 of New York City teachers want a statewide core curriculum in basic subjects. [Newsday, 2/29/96]
- 25% of New York City elementary school teachers report that their districts already require kids to pass a test before they can be promoted. [Newsday, 2/29/96]
- Nearly 60% of Long Island's elementary teachers reported that they feel pressure to promote kids to higher grade levels even when they're unable to handle the more advanced work. [Newsday, 2/29/96]

Detroit, MI.

- In response to concerns that students are not graduating with the basic skills they need, Detroit Public Schools are currently considering a new idea that sounds old: "flunk students if they don't qualify to move on to the next grade." [Detroit Free Press, 3/26/96]
- School Board Member April Howard Coleman's plan would require students to prove they have acquired the skills necessary to move to the next grade. [Detroit Free Press, 3/26/96]
- The Detroit proposal has the support of most school board members. [Detroit Free Press, 3/26/96]

Gwinnet County, GA

- Sidney Faucette, the Atlanta-area's new Superintendent took office in July of 1995 and pledged to immediately end social promotions for students and set up efficiency exams in order for students to be promoted. The proposal received immediate widespread support. [Atlanta Journal and Constitution, 7/24/95]
- By the end of September of 1995, the Gwinnet School District passed the new standards, ending social promotions. Social promotions were eliminated and final exams became mandatory as the school board charted a new course that they hoped would boost test scores and prepare their students "legitimately" for college. [Atlanta Journal and Constitution, 12/31/95]

Table 3: Student, Teacher, and School Accountability in the States ⁽¹⁾

State	Student Accountability			Teacher Accountability			School Accountability						
	Promotion	Awards/ Recognition	Graduation	Certification gain/loss	Financial rewards/ penalties	Probation	Funding gain/loss	Accreditation/ Loss	Awards/ Recognition	Performance Reporting	Probation/ Warning	Takeover/ Dissolution	Other
Alabama			●	●				●		●	●	●	
Alaska										●			
Arizona										●			
Arkansas ⁽²⁾	●		○					●		●	●	○	
California													
Colorado ⁽⁵⁾								●		●			
Connecticut		●					●			●			
Delaware													
Florida		●	●							●			
Georgia			●						●	●			●
Hawaii			●				●			●			●
Idaho										●			
Illinois ⁽⁴⁾								●	●	●	●		●
Indiana ⁽³⁾	●		○					●	●	●			
Iowa ⁽⁶⁾													
Kansas								●		●			
Kentucky		●			●	●	●		●		●	●	●
Louisiana	●	●	●				●			●			
Maine ⁽⁷⁾		●								●			
Maryland			●				●	●	●	●	●	●	
Massachusetts ⁽⁸⁾			○						○		○	○	
Michigan		●					●	●	●	●	●	●	
Minnesota ⁽⁹⁾			○							○			
Mississippi			●					●	●	●	●	●	
Missouri		●						●					

● = in place

○ = under development

Table B: Student, Teacher, and School Accountability in the States (continued)

State	Student Accountability			Teacher Accountability			School Accountability						
	Promotion	Awards/ Recognition	Graduation	Certification gain/loss	Financial rewards/ penalties	Probation	Funding gain/loss	Accreditation/ Loss	Awards/ Recognition	Performance Reporting	Probation/ Warning	Takeover/ Dissolution	Other
Montana													
Nebraska													
Nevada			•							•			
New Hampshire										•			
New Jersey			•				•	•	•	•	•	•	
New Mexico			•							•			
New York ⁽¹⁰⁾		•	•							•	•		•
North Carolina	•		•		•		•	•		•	•	•	•
North Dakota		•						•					
Ohio			•							•	•		
Oklahoma								•		•	•	•	•
Oregon ⁽¹¹⁾		○								•			
Pennsylvania										•			
Rhode Island										•			
South Carolina	•		•				•		•	•	•	•	•
South Dakota										•			
Tennessee			•				•		•	•	•	•	
Texas		•	•					•	•	•	•	•	•
Utah		•								•			
Vermont										•			
Virginia ⁽¹²⁾	•		•							•			
Washington ⁽¹³⁾			○				•			•			•
West Virginia		•				•		•	•	•	•	•	
Wisconsin										•			•
Wyoming													

• = in place

○ = under development

BACKGROUND POINTS ON TEACHER CERTIFICATION.

Over 40 states have alternative certification programs for teachers. While their use has expanded recently, less than 2% of current teachers have entered through alternative routes, most of those in a small number of states (e.g. California, Texas) facing severe teacher shortages in inner cities and remote rural areas and in specialized fields such as bilingual ed.

We should talk about alternative routes to teacher certification, not alternative certification. Standards for entry into teaching must be high no matter how one enters and there must be strong preparation and ongoing support programs for all. No "back door" approaches should be tolerated.

Alternative routes currently vary greatly in quality. There are examples of rigorous programs but there are many that put persons in classrooms who are not prepared to teach. This problem is exacerbated by the fact that alternative routes often are needed to provide teachers for our most at-risk students - those who most need highly competent teachers.

Alternative routes have had more success than "traditional" programs in attracting a diverse teaching force. Diverse in terms of career changers from business, the sciences and the military; new and talented liberal arts graduates; committed para- professionals already in schools; also in terms of attracting much needed persons of color. The key is to ensure both excellence and diversity in recruits.

We do not have to choose between "traditional" and alternative routes to teaching. We should take lessons learned from both and create new strategies that are more flexible and take into consideration the recruits experience and expertise while at the same time insisting on uniformly high standards for all approaches.

The Department of Education supported 29 projects around the country in the Mid Career Teacher Training Program from 1991-1994. These projects included collaborations among school districts, 2 and 4 year higher education institutions, the military, and the private sector to recruit, prepare and provide initial support for career changers interested in teaching. The lessons learned in those efforts and similar efforts are framing a new national study of such programs, to be conducted by Recruiting New Teachers, Inc. with support from Dewitt Wallace - Readers Digest and others. This study will provide state and local programs with concrete examples of efforts that incorporate innovative recruitment strategies, flexible and rigorous preparation programs and support for the transition into beginning teaching. The study's advisory board will have an ED rep.

Contact: Joe Vaughan, DoEd, 202/219-2193

Table 2. Does your state offer any special programs leading to teacher certification for any of the following?

	Transitioning military personnel	Recent liberal arts graduates	Re-entering teachers who need to upgrade credentials	Mid-career changers	Returning Peace Corps members	Other
Alabama						
Alaska	no	no	no	no	no	
Arizona						
Arkansas	yes	yes		yes	yes	
California	yes			yes	yes	yes
Colorado	yes	yes		yes	yes	
Connecticut						
Delaware	yes			yes		
D. C.		yes		yes	yes	
Florida						
Georgia	yes	yes	yes	yes	yes	
Hawaii	yes			yes		
Idaho						
Illinois						
Indiana	no	no	no	no	no	
Iowa						
Kansas						
Kentucky	yes					
Louisiana						
Maine						
Maryland						
Massachusetts		yes		yes		
Michigan	yes	yes		yes	yes	
Minnesota						
Mississippi	yes	yes			yes	
Missouri						
Montana	no	no	no	no	no	
Nebraska	yes	yes	yes	yes	yes	
Nevada						
New Hampshire						
New Jersey	yes	yes		yes		
New Mexico	no	no	no	no	no	
New York						
North Carolina						
North Dakota						
Ohio	yes					
Oklahoma	yes		yes			
Oregon						
Pennsylvania						
Rhode Island	no	no	no	no	no	
South Carolina	yes	yes		yes		
South Dakota						
Tennessee	yes	yes	yes	yes		
Texas						
Utah						
Vermont	no	no	no	no	no	
Virginia	yes	yes		yes		
Washington	yes		yes			
West Virginia						
Wisconsin	yes					
Wyoming		yes	yes			

STATE LAWS ON TEACHER TENURE

Massachusetts. The 1992 Comprehensive School Reform Bill removed the word "tenure" from the education code and replaced it with "professional teacher status." Unlike tenure, which was awarded by local school committees, professional teacher status is granted by district superintendents at the recommendation of school principals.

Section 42 of the code was amended to give dismissed teachers with professional status the right to appeal to an independent arbitrator before the case reaches the legal system. The teacher has the right to select from among three arbitrators from the American Association of Arbitration. Although the teacher retains the right to sue the district after the arbitration hearing, most cases are resolved in arbitration.

Contact: Kathy LeBlanc, Legal Division, Massachusetts Department of Education

Colorado. Legislation passed in 1990 removed the word tenure from the education code and replaced it with "continuing professional status." It also shortened time lines for hearings requested by tenured teachers dismissed by their districts.

The most significant change was the addition of "unsatisfactory performance" as a legitimate reason for dismissing a teacher with continuing status. Each district was required to establish standards of satisfactory performance, but these did not have to be approved either by the state or the union. All principals and administrators who rate teacher performance must now undergo 30 hours of training in personnel evaluation before they are allowed to rate any teachers. The Colorado Education Association was involved in developing these proposals and supported the final legislation.

Contact: Carol Ruckel
Office of Professional Teacher Licensing
Colorado Department of Education

Florida. All new teachers are hired under professional service contracts for no more than five years. The contracts are automatically renewable at the end of five years unless a teacher receives an unsatisfactory performance rating from his or her principal. In these cases, districts may make efforts to provide support to improve the teacher's performance. If these efforts do not yield improved ratings, the district may choose not to renew the contract.

All teachers employed before 1984 retained their tenure status and are exempt from the professional service contracts.

Contact: Kathy Christie, Education Commission of the States

Oklahoma. In 1992, the legislature amended the state education code to remove the term "tenure" and to tighten the time line for the dismissal of incompetent teachers. Under the law, "career" teachers can be dismissed for willful neglect, negligence, mental or physical abuse of a child, incompetency, instructional ineffectiveness, or unsatisfactory teaching performance.

Upon receiving written notification of the district's intent to dismiss a teacher, the teacher has the right to request a hearing, which must be held between 20 and 60 days after the teacher receives the notice. If, after the hearing, the board decides to dismiss the teacher, the teacher has just 10 days to file suit in district court. If a suit is filed, the district has just 20 days to respond; the trial must be held between 10 and 30 days after the district files its response. At the conclusion of the trial, the judge has just 3 days to issue his or her ruling. The losing party must pay the legal fees of the winning party.

Contact: Bob Mooneyham
 Executive Director
 Oklahoma State School Boards Association

District Teacher Incentives

Rochester, New York

Contact: Jean Castania
Career in Teaching Program
Rochester City Public Schools

The Career in Teaching (CIT) program includes four career development stages: intern, resident, professional, and lead teacher. Assignment to the first three levels is based on teacher certification, tenure, and experience in teaching. Lead teachers are selected in an open competitive process and assume additional responsibilities in the district. Only teachers who have attained the status of Professional and have seven years of classroom experience can become Lead Teachers. They also receive a 10 percent increase of their base salary.

Lead Teachers can assume a variety of responsibilities, but the most significant one is that of mentor for new teachers. Lead teachers assigned as mentors are released from their regular classroom responsibilities for 40-50 percent of their time. Each has a caseload of four interns, each of whom is released for six full days to pursue professional growth opportunities with their mentors. Additional contact between the mentor and the intern is at their discretion.

Toledo, Ohio

Contact: Sue Yager
Communications Department
Toledo Public Schools

The career ladder program in Toledo grew out of negotiations between the Toledo Federation of Teachers and the Toledo Board of Education as a strategy for keeping outstanding teachers in the classroom. About 50 of the district's 2,500 teachers participate in the program. In order to participate in the program, a teacher must submit a project proposal to the Board of Review. Proposals can include research projects or special programs to address individual school needs. The board then reviews the proposal based on a set of criteria; these criteria become increasingly rigorous as teachers advance up the ladder. As teachers move up the ladder, their salary increases proportionally. The state funds the career ladder program through a special line item in the state budget. Toledo was the first district in the state to implement a career ladder.

Examples of programs designed to work with weak teachers/recognize excellence

United Federation of Teachers -- New York City Peer Intervention Program

Exemplary teachers work intensively with peers who voluntarily seek help. If efforts to improve the performance of these weak teachers fail, they are counseled out of the profession. The program has been in effect for eight years and 20% of its participants have been counseled out of the profession (without the trauma and cost of the legal process). Last year it was recognized as a finalist for the Innovations in State and Local Government award sponsored by the Ford Foundation and the John F. Kennedy School of Government at Harvard University.

Cincinnati Federation of Teachers

Their program is the same as the NYC program with the exception that they also work with beginning teachers to ensure that potential problems are avoided before they are granted tenure. In addition, teachers do not have to volunteer for assistance. They can be recommended by administrators for the program.

The National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (NBPTS) is a non-profit organization dedicated to setting high and rigorous standards for experienced teachers and developing a voluntary assessment program to identify and certify the nation's highly accomplished teachers. The creation of the NBPTS in 1986 underscored the need for a higher standard for teachers to seek, sending a signal that professional development does not end the day they begin teaching.

The NBPTS is a historic development in education because, for the first time, it provides a realistic measure of what a highly accomplished teachers should know and be able to do. Much as content and performance standards are revolutionizing student learning, Board standards could serve as the framework for reform of initial teacher education and continuing professional development.

The U.S. Department of Education is proud of its support for the NBPTS because the rigorous assessment process provides assurances that teachers who achieve broad certification are highly accomplished. The NBPTS is premised on the belief that teachers must take responsibility for their own professionalism, which is why the evaluation process is voluntary and rigorous. At the same time, the Board realizes that teachers need support from their communities, which is why districts are encouraged to give teachers financial and other incentives to apply for board certification. (Governor Hunt of North Carolina chairs the National Board and has been a leader in providing incentives for teachers in his state to seek this advanced certification.)

State Action Supporting National Board Certification

ALABAMA

Legislation has established:

- that Alabama shall use certification by the NBPTS as national reciprocity when National Board Certification has been fully implemented.

CALIFORNIA

The Department of Education has formed:

- the California Task Force on National Board Certification which met over an eighteen month period to consider the implications of National Board Certification for California's education system. The Task Force report, containing an action plan for implementation, was released in the fall of 1994. Copies are available from Policy Analysis for California Education (PACE), Graduate School of Education, 3653 Tolman, University of California, Berkeley, California 94720-1670.

COLORADO

The State Board of Education has determined:

- that professionally licensed teachers who achieve National Board Certification (NBC) are eligible for Colorado "master teacher" certification.
- that professional development activities associated with National Board Certification may be submitted for license renewal.

GEORGIA

The Professional Standards Commission for the State of Georgia has established:

- certification rules that allow "Georgia teachers achieving NBPTS certification during their five-year renewal cycle to renew clear renewable certificate fields for either the next cycle or the subsequent five-year cycle."
- that teachers entering Georgia will be able to use NBPTS certification to meet Georgia's test, teaching of reading, and recency-of-study/experience requirements; however, special education course work will continue to be required, if not previously met.

ILLINOIS

The State Board of Education is implementing:

- a pilot project to sponsor twenty selected teachers statewide who will prepare for National Board certification and will create a support network for these teachers.

IOWA

Legislation has established:

- that an individual who has received National Board Certification shall receive an Iowa endorsement on his/her license when the State Board of Examiners determines that National Board standards meet or exceed the Iowa requirements.
- the Department of Education professional development funds allocated to each district may be used for teachers to participate in the assessment activities necessary for National Board Certification.

State Action Supporting National Board Certification Continued

MARYLAND

The State Department of Education has adopted:

- a policy that will permit the Maryland State Department of Education to grant a license to National Board Certified Teachers who come from out of state without requiring them to meet any other education or testing requirements.
- CEU equivalents will be granted to teachers who complete the National Board Certification process.

MASSACHUSETTS

The Department of Education has established:

- that National Board Certification is recognized as an option for fulfilling the new requirements for teachers to become recertified. Teachers are asked to develop an "Individual Professional Development Plan" describing the activities that they will undertake within a five year cycle to acquire the minimum of 120 professional development points for licensure renewal.

MICHIGAN

The State Board of Education has determined:

- that teachers who enter the National Board Certification process and complete the portfolio component of the assessment will receive one-half of the credits (SB-CEUs) required for renewal of the Professional Education Certificate.
- that National Board Certified Teachers will receive full credits for one renewal of the Professional Certificate.
- that veteran National Board Certified Teachers will receive SB-CEUs for participating in assessor training and for serving as assessors.

MISSISSIPPI

Legislation has established:

- that a National Board Certified Teacher who is employed in a local district will receive a salary supplement of \$3000. The salary supplement shall take effect when the number of subject areas for NBC is sufficient to allow 80% of existing teachers in Mississippi to be eligible to apply.

NEW MEXICO

Legislation has established:

- a Senate Joint Memorial that asks that State Board of Education (SBE) to allow teachers who achieve National Board Certification to become eligible for the Level 3A license within 3 years of receiving National Board Certification. Requests SBE to allow out-of-state teachers who are National Board Certified to receive New Mexico certification without having to fulfill additional requirements normally required for teachers relocating to New Mexico.
- requests SBE to work with state universities' teacher preparation programs to examine teacher education competencies to ensure they are compatible and consistent with the National Board's teaching standards.

State Action Supporting National Board Certification Continued

NORTH CAROLINA

Legislation has appropriated \$675,582 for the 1995-96 fiscal year that will be used to:

- (1) provide funds to pay the fee for teachers who complete the National Board Certification process;
- (2) provide up to three days of release time for candidates, to work on their portfolios and prepare for the assessment center exercises, and
- (3) provide an annual bonus of 4% of teachers' state-paid salary to those who achieve National Board Certification. Teachers will continue this bonus as long as they retain NBPTS Certification.

The State Board of Education has adopted policy recommendations to:

- (1) adopt the core propositions of NBPTS;
- (2) grant a North Carolina teaching license to relocating teachers who possess National Board Certification;
- (3) waive recertification requirements for up to five years following completion of NBPTS portfolio work;
- (4) create staff development plans that incorporate the work of NBPTS in the training programs, and
- (5) develop plans to incorporate the National Board's standards into institutions of higher education programs.

OHIO

Legislation has established:

- that certification fees will be provided for up to 250 teachers seeking National Board Certification in the 1995-96 school year and fees for up to 400 teachers in the 1996-97 school year.
- that an individual achieving National Board Certification will receive an annual award of \$2,500 for the life of the certificate.

The Office of Teacher Education and Certification has determined:

- that any Ohio teacher who completes the NBC process will receive enough equivalent continuing education credits (CEU's) to have his/her license renewed.

OKLAHOMA

Legislation has established:

- the Oklahoma Commission for Teacher Preparation to address issues associated with NBPTS as well as the design, development and implementation of a competency-based teacher preparation system.
- that out-of-state teachers who have achieved National Board Certification and are relocating to Oklahoma can receive Oklahoma certification without having to fulfill additional requirements normally required for teachers relocating to Oklahoma.
- that the SBR modify teacher licensing categories to be compatible with National Board Certification categories.
- that the SBE develop an incentive system to encourage teachers to achieve National Board Certification.

VIRGINIA

The State Board of Education has determined:

- that participation in National Board Certification is an option for an "educational project" that will allow teachers to earn 90 professional points of the required 180 for license renewal.

Local Action Supporting National Board Certification

NEWPORT-MESA, CALIFORNIA

- As part of the long range staff development plan presented to and accepted by the board of education, it states "The District will provide the support required to assist teachers in preparing for and passing the National Board Exams (sic)."

DOUGLAS COUNTY, COLORADO

- The Douglas County Schools (Denver Metro area) negotiated contract language that provides a \$1,000 annual bonus for teachers who achieve "outstanding status" designation ("outstanding status" may include achievement of National Board Certification); in addition, teachers who achieve National Board Certification may be eligible for "state master teacher" designation and further monetary compensation.
- Douglas County Schools is maintaining a fund that: 1) Provides no interest tuition loans for professional development efforts (negotiated with the AFT); NBPTS fees may be eligible. 2) Tuition fee reimbursement plan for professional development; may apply for reimbursement of NBPTS fee.

DISTRICT OF COLUMBIA

- District of Columbia Schools will award three of the required six in-service/recertification credits to teachers who complete the National Board Certification process.

FLORIDA

BROWARD COUNTY

- In Broward County, Nova University presented a National Board Certified Teacher with a \$25,000 scholarship to pursue graduate studies. Candidates who were not certified were awarded a \$1,000 scholarship in recognition of their lifelong commitment to learning demonstrated through their involvement in National Board Certification.
- Broward teachers who have achieved National Board Certification will receive a supplement of \$2,000 each year for the term of the certificate. Teachers who complete the National Board Certification process will receive in-service points that can be applied toward state license renewal.

DADE COUNTY

- The Dade-Monroe Teacher Education Center in collaboration with the University of Miami, has been awarded a Goals 2000 Preservice/Inservice Grant which includes professional development, support and assistance for potential candidates for National Board Certification in 1995-96.

NORTHWEST INDIANA

- The Northwest Indiana Business Forum will make available \$500 per candidate to teachers in 41 northwest Indiana school districts to help offset the application fee for the 1995-96 National Board Certification process.

NEW ORLEANS, LOUISIANA

- The New Orleans School Parish and The United Teachers of New Orleans reached an agreement that teachers who hold valid certification from the National Board shall receive in addition to their regular salary an annual five percent (5%) supplement, provided the teacher is serving in the area for which NBPTS certification has been granted.

Local Action Supporting National Board Certification Continued

BOSTON, MASSACHUSETTS

- In a contract negotiated between the Boston Public Schools and the Boston Teachers Union/AIT, the Boston Public Schools will reimburse teachers for the cost of National Board Certification fees. Although not a requirement, successful completion of National Board Certification may be considered as a special qualification for "lead teacher" status, which includes a 10% to 20% salary increase.

MICHIGAN

FARMINGTON

- The Farmington Education Association and Farmington School District ratified a 3 year contract which includes a salary line providing \$1,250 per year to any National Board Certified Teacher. The school district will pay one-half of the fee for teachers seeking National Board Certification in 1995-1996.

ANN ARBOR

- The Ann Arbor Education Association and Ann Arbor School District have agreed to a revised teacher evaluation system based on the standards from the NBPTS publication "What Teachers Should Know and Be Able To Do."

MINNESOTA

MINNEAPOLIS

- The 1995-97 contract for Minneapolis teachers officially reads: "National Board for Professional Teaching Standards: Any Minneapolis Public Schools professionally licensed teacher who achieves National Board Certification will qualify for the next lane (except lane X) on the teachers salary schedule beginning school year 1996-97." Any teacher going through the National Board Certification process may use this process for his/her MPS professional development plan.

ST. PAUL

- The St. Paul School District, St. Paul Federation of Teachers, Metropolitan ESCU, Metropolitan Teacher Center and the University of Minnesota collaborated on a pilot project to support 20 teachers through the NBC process through the 1995-96 school year. The school district has paid the application fee; the university and other partners will design and implement professional support programs for the candidates. The project is supported in part by a grant from 3M Company.

SOUTHEASTERN MISSISSIPPI

- The Mississippi Power Foundation is sponsoring 10 teachers as candidates for National Board Certification in 1995-96.

NEW YORK

JERICHO

- The Jericho, New York school district will reimburse the application fee for all teachers completing the National Board Certification process; pay a \$2,000 stipend to teachers who complete but do not achieve National Board Certification; and give National Board Certified Teachers a \$4,000 stipend.

ROCHESTER

- The Rochester Teachers Association (NYS/IT/AFT) and the Rochester City School District ratified a four-year contract in December, 1993 that included the following provisions:
 "Teachers who complete the certification process of the National Board for Professional Teaching Standards (NBPTS) shall be reimbursed by the District for the costs of certification application fees. Successful completion of NBPTS certification requirements shall be considered as a special qualification for Lead Teacher eligibility."

Local Action Supporting National Board Certification Continued

MARLBORO COUNTY, SOUTH CAROLINA

- The Marlboro County Board of Education has approved payment of \$500 of the \$975 application fee and two days professional leave for any teacher who wishes to participate in the certification process.

CORPUS CHRISTI, TEXAS

- The Corpus Christi Independent School District has agreed to pay a \$1,500 salary increase to National Board Certified Teachers each year for the term of the certificate.

FAIRFAX COUNTY, VIRGINIA

- Fairfax County Public Schools will award half of the required "recertification" points to teachers who go through the process of National Board Certification. Recertification is required of all Virginia teachers every two to five years. In 1995-96, Fairfax County Public Schools agreed to pay the application fee for a pilot group of up to 20 teachers.
- Fairfax County Public Schools instructed a 15 hour course, run by National Board Certified Teachers, to prepare teachers for National Board Certification. Any person completing the course will receive CEUs.

VANCOUVER, WASHINGTON

- Vancouver School District #37 will cover \$600 for candidate fees and pay for three days of substitute time for candidates in 1995-96.

CHARTER SCHOOLS

Charter schools are independent public schools, which do not have to comply with most government regulations imposed on other schools in the public system. Charter schools are created by groups of parents, teachers, community leaders, and administrators and are held accountable for their results through a performance based contract with a local school board or state. Charter schools provide more choices for families by allowing them to decide which public school their children will attend. President Clinton has long been an advocate of innovative solutions such as Charter Schools and under his leadership as Governor, Arkansas was one of the first states to promote public school choice.

The reauthorization of the Elementary and Secondary Education Act (Improving America's Schools Act-IPSA), which the President signed into law in October of 1994, reflects his belief that "parent and student choice among public schools can assist in promoting comprehensive educational reform and give more students the opportunity to learn to challenging state content standards and challenging state student performance standards, if sufficiently diverse and high-quality choices, and genuine opportunities to take advantage of such choice are available to students." IPSA legislation provides FY 1995 funding - charter schools start-up grant program - which will be awarded to 12 sites this month.

Since 1991, 19 states have enacted laws permitting the establishment of charter, or independent public schools. About 110 charter schools have opened their doors in seven states: California, Minnesota, Michigan, Colorado, New Mexico, Wisconsin, and Massachusetts. More than 100 other schools have received charters and plan to begin operation by next year. State charter laws differ significantly from one another, but they all charter schools have some features in common -- charter schools are:

- **Public Schools.** Charters do not charge tuition, they are non-sectarian, they abide by health, safety, and civil rights laws, and they are accountable to public authorities.
- **Independent And Relatively Autonomous.** Charter schools operate independently from school districts, and are free from most education rules and regulations. They are given much more decision-making authority than other public schools but the degree of autonomy varies considerably from state to state.
- **Accountable For Results.** Charter schools are accountable for results and a charter will only be renewed if the school meets performance standards as outlined in its contract.
- **Create Alternatives And Choice For Teachers, Parents, And Students Within The Public School System.** In many states charters are designed and managed by teachers, parents, non-profits, or other private organizations.

Other federal funds, including those provided under Goals 2000 and School-to-Work, may be used by states and communities to support charter schools. Massachusetts and Michigan, for example, are already using Goals 2000 funds to support the development of charter schools. In addition, U.S. Secretary of Education Richard Riley has been asked by President Clinton to use broad waiver authority to provide maximum flexibility in the use of federal funds to help charter schools and to tailor the use of federal program resources to those needs.

President Clinton's 1996 budget request for charter schools was \$20 million. The U.S. House of Representatives action provides \$6 million and the Senate Appropriations Committee would grant \$10 million. The first grants to be awarded under the charter schools start-up grant program -- the only direct support from the Federal Government exclusively to charter schools include grants to California, Texas, Colorado, Minnesota, Michigan, Louisiana, Georgia, Arizona and Massachusetts.

①

Charter Schools -- Federal Support and Some Examples

Federal support for charter schools. The Clinton Administration is supporting charter schools in several ways.

- **Charter Schools Start-up Program.** The President proposed a "public charter schools program" that is now providing grants to help start 200 charter schools in 11 states.
- **Other Federal Funds.** Goals 2000, Title I, and other federal funds can be used to support charter schools, and to share lessons learned with other schools. At least 3 states -- Minnesota, Massachusetts, and Michigan -- use Goals 2000 funds for charter schools.
- **Standards development.** Accountability for performance is a central aspect of charter schools. Some charter school leaders say our most important support is for the development of challenging academic standards by which charter and other public schools can be held accountable.

Some good examples of charter schools.

Vaughn Elementary School, in Los Angeles, California, was visited by Hillary Clinton earlier this year. Vaughn was a public school that became one of California's first charter schools in July, 1993. Parents and teachers call this school "the little school that could", and indeed -- after more than two years of intensive focus on academic restructuring and family involvement -- attendance and test scores have improved significantly. Reading and math scores are up, and attendance has gone from one of the worst in the area to be the best in the L.A. school system.

The school has also cut administrative costs considerably, and has used the savings to reduce class size and build a new computer center. While most charter schools are quite small, Vaughn serves 1200 students, grades K-6. All of its students are eligible for the federal free lunch program, and 75% speaking a native language other than English.

City Academy, in St. Paul, Minnesota, was the first charter school to open its doors in the nation. Founded by two teachers and members of the Minnesota Education Association, the school focuses on out-of-school youth. The school places a heavy emphasis on student responsibility, and has had remarkable success: last year, most of the seniors graduated and went on to some kind of post-secondary education. Like most of the charter schools in Minnesota, this school was started from scratch, rather than converted from an existing school.

The school's director is also helping the National Education Association with a project to assist union members in other states to create charter schools. Despite mixed feelings

within the unions about charter schools, this project may help show the ability of teachers and their unions to start high-quality charter schools.

Honey Lane Community School, in Ann Arbor, Michigan, was founded by parents interested in giving their children a more personalized learning environment. The school, located in suburban Ann Arbor, is K-3 and serves about 40 students. Honey Creek received a Goals 2000 grant to focus intensively on technology: both children and teachers use multi-media digital technology will have regular access to the internet.

While some Michigan charter schools have sparked controversy because they were converted from existing private schools and chartered by bodies other than local or state school boards, Honey Creek is a new school that was approved by (and founded in close cooperation with) an intermediate school district.

P.S. 1, in Denver, Colorado, was started as part of a empowerment zone-style project to revitalize a deteriorating area in downtown Denver. The school received a federal charter schools start-up grant to develop interdisciplinary assessments that measure how well its students are doing on Colorado's tough academic standards. The school is trying to help its students gain knowledge and skills needed in core academic areas, but through an interdisciplinary teaching approach.

This is an example of how charter schools can pursue their innovative approaches, and still be held accountable for challenging state or local academic standards.

New Visions School, in Minneapolis, Minnesota, is called "The Reading School" for its intensive focus on reading, and helping children overcome reading deficiencies. The school was started by a parent who has a child with a disability and who had worked within the Minneapolis school system on innovative approaches to reading. The school's students are making substantially more progress in reading than before, and it received a Goals 2000 grant to help teachers in nearby school districts learn about its effective strategies help kids read.

While some people express concern that charter schools will not serve children in special education, New Visions shows why charter schools serve slightly higher proportions of special education students than do other public schools.

O'Farrell Community School, visited by the President last fall to announce the federal charter schools start-up program, was converted from a relatively new public school in San Diego to a charter school in 1993. The school is comprised of 1400 students grades 6-8, and is divided into schools-within-schools or "families" of about 160 students and 6 teachers each. The school places tremendous emphasis on high standards for all students.

O'Farrell is also truly embedded in the community, through a rich set of partnerships with parents, local businesses, universities, and social service agencies. Students present their work for parents and community members during frequent open houses, and the school provides one computer for every five students. The school, working with Cox Cable, Apple Corporation's Christopher Columbus Consortium, and San Diego University -- makes effective use of computers and educational technology across the curriculum.

City on a Hill, Boston, Massachusetts, was founded by two teachers eager to structure a school around civic education, community service, and diplomas awarded on the basis of clear academic progress. The school is working with Northeastern University and other local groups to provide learning and volunteer opportunities in the community. The school serves 60 students, grades 9-10, and plans to expand over the next few years to 220 students, grades 7-12.

The school's high expectations are embodied in academic requirements for what students must do and learn in order to receive a diploma. For example, students must be able to write a well-structured and interesting essay, defend their views on various subjects, analyze important American historical documents, converse in a second language, and read a core list of great books.

COMMUNITY SCHOOLS PROGRAM

The Family and Community Endeavor Schools Grant Program -- Title III of the Violent Crime Control And Law Enforcement Act signed by President Clinton in 1994 -- contains \$9 million in grants which will offer youths in 48 communities across the country constructive opportunities for positive youth development. The 1997 budget contains \$14 million (CHECK).

These grants are awarded for a five year period to community-based organizations which will provide entrepreneurship, academic and tutorial programs and apprenticeship programs. The community schools grants build on current existing community partnerships and coalitions working toward meeting the developmental needs of youth. Giving them the opportunity to engage in positive activities beyond school hours will benefit each individual, their families and their communities. Some examples include:

- The Children's Aid Society in New York City in collaboration with Community School District Six and a consortium of partners, will utilize the grant to transform an intermediate school in the Washington Heights / Innwood neighborhood in Northern Manhattan. In order to help break the cycle of crime and violence by improving youth's educational, health, and social outcomes through, the neighborhood center will provide extended-day learning, academic tutoring, and one-to-one mentoring to improve the students' academic achievement and improve their skills.
- The Community Connections program in Saint Charles, Missouri will utilize the grant to promote the successful transition of youth from childhood to adolescence, enhance their academic and social success, and promote their good health and well-being. After school, on evenings and weekends, and during the holidays, the project will provide curriculum-based activities designed to increase the performance of middle school youth.
- In Miami, Florida, the ASPIRA Wynwood Neighborhood Program will utilize the grant to continue serving one of the highest crime areas in the country by providing academic, social, and developmental services to 350 low-income and minority youth after school, in the evenings, on weekends and holidays, and during the summer months. The funds will provide an opportunity to respond to gaps in services, infrastructures, and opportunities for community youth by providing a variety of age specific programs.
- The Mano a Mano Community/School Violence Prevention Partnership Project in San Diego, California will utilize the grant to "gang proof" local neighborhood children. This program seeks to increase children's social competence, academic development, and resiliency; empower and enhance the skills of community residents to change social and community conditions; and mobilize community residents to change in the prevention and reduction of crime and violence in their neighborhood.

Family and Community Endeavor Schools Grant Program

COMMUNITY SCHOOLS YOUTH SERVICES AND SUPERVISION PROGRAM

Grantee Name: The Children's Aid Society
Address: 105 East 72nd Street
New York, NY 10010

Principal Contact Person: Philip Coltoff
Telephone: (212) 949-4918

FY 1995 Federal Funding Level: \$200,000
Grant Number: 90-YA-0025
Project Period: 60 Months

Federal Project Officer: Kaaren Turner
Telephone: (202) 205-8914

Target Population: Middle school youth ages 11 to 19, at risk of violence, crime, and academic failure

Geographical Area Served: New York, New York
Region: II

The Children's Aid Society, in collaboration with Community School District Six and a consortium of partners, will implement the Community Schools Youth Services and Supervision Program to break the cycle of crime and violence by improving youth's educational, health, and social outcomes. The program will transform an intermediate school in the Washington Heights/Inwood neighborhood in northern Manhattan into a neighborhood center for 560 youth ages 11 to 19. The neighborhood center will provide extended-day learning, academic tutoring, and one-to-one mentoring to improve the students' academic achievement and build their workplace competencies. Career readiness activities and entrepreneurship programs will also be provided to prepare the participants for the work world. By participating in programs that reduce economic and emotional stress, these youth will have fewer reasons to resort to crime and violence to resolve conflicts. The principles guiding the program are that the youths' needs should be at the center of all decisions and services provided, and that children must be viewed in the context of their families, their culture, and the community. This approach recognizes that childrearing techniques and values are influenced by cultural traditions. Violence prevention will be addressed directly through the promotion of positive peer group and adolescent-adult interactions which are critical to future workplace effectiveness, and will be emphasized in a Peer Mediation and Conflict Resolution Program. An evaluation of the program's effectiveness will inform the ongoing planning process and design of program modifications. The program will be guided by an active consortium of parents, teachers, and community-based agencies and will provide a comprehensive set of interventions that will guide the youth into a better future.

Family and Community Endeavor Schools Grant Program

**MANO A MANO COMMUNITY/SCHOOL VIOLENCE PREVENTION
PARTNERSHIP PROJECT**

Grantee Name: Home Start, Incorporated
Address: 3005 Texas Street, Suite 203
San Diego, CA 92108

Principal Contact Person: Laura S. Spiegel
Telephone: (619) 692-0727

FY 1995 Federal Funding Level: \$200,000
Grant Number: 90-YA-0004
Project Period: 60 Months

Federal Project Officer: Alice Bertencourt
Telephone: (202) 205-8024

Target Population: Hispanic children in kindergarten through sixth
grade and their families

Geographical Area Served: San Diego, California
Region: IX

The Mano a Mano (Hand in Hand) Community/School Violence Prevention Partnership Project represents a strong, collaborative partnership designed to "gang proof" young children in Barrio Logan, a small geographically defined community in San Diego. The Barrio is a predominately Hispanic community with a prevalence of monolingual Spanish-speaking residents; it has one of the highest murder and violent crime rates in San Diego. Ninety-five percent of second-graders have reported witnessing drug deals, and 85 percent have reported seeing or knowing someone who had been killed. The project seeks to increase children's social competence, academic development, and resiliency; empower and enhance the skills of community residents to change social and community conditions; and mobilize community residents to become agents of social change in the prevention and reduction of crime and violence in their neighborhood.

Approximately 640 children will benefit from the project, which specifically targets students in Perkins Elementary School, the only public school within the boundaries of Barrio Logan. Following the child's progression through elementary school, the project will focus on implementing developmentally appropriate activities that are designed to promote self-esteem, social skills development, a sense of belonging, and academic skills building. The violence prevention curricula will begin in kindergarten and continue through the third grade; 48 fourth-graders will also receive training in conflict resolution. An afterschool tutoring program will also be available for youth. Parents will have access to classes in parenting skills and English as well as training in conflict mediation and job skills. The project will benefit the community by developing and training community leaders and by fostering partnerships and collaborations that directly address issues of community violence and uncoordinated service delivery.

Family and Community Endeavor Schools Grant Program

ASPIRA WYNWOOD NEIGHBORHOOD PROGRAM

Grantee Name: ASPIRA of Florida, Incorporated
Address: 3650 North Miami Avenue
Miami, FL 33127

Principal Contact Person: Raul Martinez
Telephone: (305) 576-1512

FY 1995 Federal Funding Level: \$200,000
Grant Number: 90-YA-0035
Project Period: 60 Months

Federal Project Officer: Anita Wright
Telephone: (202) 205-8030

Target Population: Latino and African-American youth ages 9 to 14, at risk of crime, violence, and gang activity

Geographical Area Served: Dade County, Florida
Region: IV

The ASPIRA Wynwood Neighborhood Program will serve one of the highest crime areas in the country by providing academic, social, and developmental services to 350 low-income and minority youth after school, in the evenings, on weekends and holidays, and during the summer months. At the heart of this program is an innovative ASPIRA Youth Leadership Development Model that works directly with students, parents, and schools to encourage the development of self-confidence, leadership skills, educational achievement, and a dedication to community improvement. Dade County is one of the highest crime areas in the country, and the gang activity among youth is particularly violent. This program will respond to gaps in services, infrastructures, and opportunities for community youth by providing a variety of age-specific youth clubs that emphasize personal development, conflict resolution, substance abuse prevention, career exploration, cultural awareness, crime prevention programs, and community involvement. Participants will receive academic and career counseling, participate in leadership retreats and field trips, and engage in a community service project. Middle school students will receive tutoring and computerized homework assistance and will be able to participate in sports, arts, cultural, and special interest activities. Specialized youth clubs will be created to meet the needs of young women, gang members, idle youth, and school dropouts. The ASPIRA Wynwood Neighborhood Program is also designed to bring the community together in concerted efforts to decrease juvenile crime and violence. The collaborative efforts of community agencies, public agencies, volunteer groups, and community schools will provide training events on crime prevention, peace marches and antiviolenace rallies, counseling and drug treatment referrals, and a continuum of services and activities that help parent-child bonding.

Family and Youth Services Bureau

YEATMAN YOUTH - COMMUNITY CONNECTIONS

Grantee Name: Youth in Need, Incorporated
Address: 516 Jefferson
St. Charles, MO 63301

Principal Contact Person: James A. Braun
Telephone: (314) 946-0101

FY 1995 Federal Funding Level: \$200,000
Grant Number: 90-YA-0033
Project Period: 60 Months

Federal Project Officer: Arnetta K. Johnson
Telephone: (202) 205-8069

Target Population: Youth in fifth through eighth grade, at risk of academic problems, and their families

Geographical Area Served: St. Louis, Missouri
Region: VII

The Community Connections Project operates to promote the successful transition of youth from childhood to adolescence, enhance their academic and social success, and promote their health and well-being. The Yeatman Community Education Consortium, which consists of nine entities, will coordinate the implementation of this project which will serve 60 youth and their families. The project will provide family and youth activities, education activities, community activities, and recreation and leisure activities. The family-focused programs will include case management, individual and family assessments, individual and family therapy, health care, and prevention education for high-risk behaviors and drug abuse. After school, on evenings and weekends, and during holidays, the project will provide curriculum-based activities designed to increase the performance of middle school youth while also increasing their self-esteem. Middle school students will be selected and trained to serve as "buddies" for incoming sixth-graders, and mentors and volunteers will be provided to target the academic remedial needs of youth who need individualized attention. Orientation activities will also be provided for incoming sixth-graders and their families. The project's community-focused activities will include a conflict mediation program, youth leadership opportunities, cultural heritage programs, and work readiness skills training. Community members will be recruited and trained as mentors and paired with individual youth. These mentors will be encouraged to maintain long-term relationships with the youth and enjoy educational, social, and recreational activities with them. The project will provide a continuum of recreational and leisure activities for the target population and other neighborhood residents, including organized and informal sports, noncompetitive group games, board games, and cultural activities. Participating youth will be offered opportunities to attend professional and college sports events, develop and perform dramatized skits regarding youth issues for youth and adult audiences, and participate in recreational and educational outings to diverse public facilities.

PATAKI PROPOSES LETTING TEACHERS SUSPEND STUDENTS

ALBANY SUPPORTS PLAN

Violent and Disruptive Pupils Could Be Barred From Class for 10 Days

By RAYMOND HERNANDEZ

ALBANY, March 4 — Seeking to give New York's teachers greater control over their schools, Gov. George E. Pataki today proposed legislation that would permit teachers for the first time to suspend disruptive children from their classrooms for up to 10 days.

The leaders of both the State Senate and the Assembly said today that they intend to pass similar bills in the coming days, indicating that some version of the Governor's proposal will most likely become law.

The plan comes as states around the nation are struggling with rising violence in public schools. In the last two years, more than 30 states have toughened their policies on suspending and expelling students, in large part to control weapons, according to the Education Commission of the States, a Denver-based education research and policy organization.

Still, New York would become only the second state, after Indiana last year, to give teachers the authority to suspend students from their classrooms — for violence, property damage, threatening the use of a weapon or refusing to behave in class, according to the Education Commission. Now that decision rests with principals, school district superintendents and school boards, often acting on a teacher's recommendation.

"We cannot allow those who refuse to learn to hold back the vast majority of students who want to learn and prepare themselves for a productive and promising future," Mr. Pataki said in a statement. "I know that most teachers want to teach. I know that many of those teachers have to struggle with unruly students."

The proposal drew qualified support from teachers and their unions, who have long complained that too

much of their time is spent trying to keep order in the classroom instead of teaching.

Roughly 3 out of every 100 students were suspended at least once in the 1993-94 school year, the latest for which figures were available from the State Education Department, up from 4 of 100 two years earlier.

"It would be great to have the power," said Mark Erickoff, a junior high school science teacher at Intermediate School 145 in Jackson Heights, Queens. "It's important. The kids will realize that there are some real consequences if they get out of hand."

But critics of the plan, including children's advocates and school board representatives, said they are concerned that the proposal may trample on students' rights. Many of them contend that the proposed law might provide cover to teachers who want to get rid of children they simply do not like.

Louis Grumet, the executive director of the New York School Boards Association, said he worried that the changes would especially hurt black and Hispanic students, who are already subject to disciplinary action in disproportionate numbers.

"We do not believe that a teacher in the heat of anger should be able to deprive a youngster of an education," he said. "When a teacher can suspend a student on his own, he becomes witness, prosecutor, judge and jury. And that's wrong."

The Governor's proposal establishes several safeguards that he said would protect the rights of students. In less serious cases, the teacher must give the student reasons for the suspension and the opportunity for a discussion.

In more serious cases, the student and his or her parents must receive

the opportunity to review the case with the principal within 24 hours. The principal could reverse the decision of a teacher who acts arbitrarily or without properly substantiating the misconduct.

"We trust our teachers with our children every day," the Governor said. "This bill gives teachers the authority they need to teach, while offering the proper checks and balances to insure all students are treated fairly and with respect."

The Pataki bill identifies five categories of misconduct that could lead to removal from a classroom. They are committing an act of violence against a student, teacher or district employee; carrying a gun, knife or other weapon into a school or threatening to use one; damaging or destroying school property; damaging the personal property of teachers or other employees, and defying an order from a teacher to stop disrupting class.

The Governor's bill is similar to laws passed in other states as a result of Federal legislation adopted by Congress in 1994 that required districts to suspend students who bring a gun to school or onto school property. Many districts, including New York City, have adopted policies of mandatory yearlong suspensions for students with weapons.

"We think the Governor's plan goes a long way to minimizing violence in the classroom," said Alan Lubin, the executive director of New York State United Teachers. "This kind of legislation allows teachers to spend most of their time teaching rather than being a referee."

Still, the bill came under attack, in large part because it does not require schools to create a special classroom for students who are banished from a particular class.

"It isn't enough to just remove a student from a classroom," said Ron

Davis, a spokesman for the United Federation of Teachers. "It does expelled students no good if they have no place to go. We're not looking to punish them. We're looking to keep the educational process moving."

Teachers and students around the state also voiced concerns.

Susan Rosa, an art teacher at Intermediate School 145, worried that some teachers might abuse their new authority.

"In theory, it's a great idea because we don't get much respect around here," she said. "Teachers ought to have some say, but no one person ought to have the right to destroy a child's life like that."

"There are teachers who have personal vendettas against students," she continued. "There are teachers who have been irritated by students for months and months and would use this as an opportunity to get even over the slightest infraction."

Christopher Vasquez, a sixth grader at the school, had similar misgivings. "I'm quite mad about it," he said. "Sometimes you have a bad day — let's say you come to school late, or you had some trouble at home. You're not in the mood. Something happens and some teachers just blow their top. They can hold it in. Then I get suspended. No, it won't work."

BACKGROUND ON EDUCATIONAL PROGRESS UNDER PRESIDENT CLINTON

March 26, 1996

" America has to be serious about education. We have to be serious about education if we want to have a strong economy, if we want these young people to live up to fullest of their God-given abilities. If we really believe that our obligation to our children is to give them the ability to make the most of their own lives in this world we are living in, that means education, education, education. We must face it, embrace it, and be glad about it."

President Clinton
O'Farrell Community School; San Diego, CA
September 22, 1995

OVERVIEW

- **Unprecedented Commitment To Expanding Educational Opportunities.** The Clinton Administration has made an unprecedented commitment to reforming the federal role in education and training and to expanding the opportunities available to American children and adults to improve their skills and maximize their potential.
- **A Commitment To Balancing The Budget While Investing In Education.** President Clinton stood up to the Republican Budget that would have cut funding for key Education programs by \$31 billion. President Clinton's FY 1997 Balanced Budget shows that we can balance the budget in 7 years while continuing investments in key education programs:

Increase In Overall Education Spending.

- 20% increase in major education and training programs in 1997 over 1993 levels.
- \$61 billion more for education and training over 7 years than the Republican budget.

Increase In Funding For Key Education Programs That Work.

- \$1 billion more for Title I for basic and advanced skills assistance in 1997 than in 1993.
- Increases funding for other education and training programs that work, such as: Pell Grants, Safe & Drug Free Schools, Charter Schools, School to Work, and Goals 2000.
- Major Expansion of Head Start:
 - Commitment to fund 1 million Head Start opportunities for preschool children by 2002.
 - \$1.2 billion increase in 1997 over 1993 levels.
 - Supports nearly 800,000 Head Start opportunities in 1997 -- 46,000 more than in 1995.
- Continues Commitment To National Service:
 - Funds 30,000 AmeriCorps members in 1997 -- 5,000 more than this year -- for a total of 100,000 AmeriCorps opportunities over the program's first 4 years.

New Education Initiatives

- Technology Literacy Challenge -- \$2 billion to help states, local communities, and private sector bring the future to the fingertips of every child through computers & connections.
- \$1000 Honors Scholarships for top 5% of graduates from every high school.
- Expanded Work Study to reach 1 million students by the year 2000.
- \$250 million job training initiative to reduce unemployment among low-income youth.
- \$10,000 Tuition Tax Deduction to help middle-class families afford college.

THREE YEARS OF PROGRESS IN EDUCATION

HEAD START. President Clinton has made expanding and improving pre-schooling the starting point for helping families give their children a good start on the right course. He appointed the Head Start Advisory Commission to examine the program and to recommend ways to improve its operation. These recommendations formed the basis for the 1994 reauthorization of Head Start with major quality improvements. In his first two budgets, the President increased Head Start spending by \$760 million.

GOALS 2000: EDUCATE AMERICA ACT. President Clinton helped to create Goals 2000 and signed it into law in 1994. Goals 2000 supports state, community and school efforts to raise standards of achievement and discipline and encourage students to work hard to meet them. Goals 2000 affirms the President's belief in the critical role of education in building America's future and the federal government's central role as a partner in that effort. More than 40 states have already chosen to participate in Goals 2000 and have developed their own strategic plans -- based on raising academic and occupational standards, improving teaching and expanding the use of technology -- for educational reform.

IMPROVING AMERICA'S SCHOOLS ACT. Signed by President Clinton in October of 1994, this law focuses on improvements in teaching in more than 50,000 schools and has a direct impact on five million children in high poverty areas. By increasing school flexibility to use federal aid and supporting effective innovations, this law is a significant step in helping all students meet high academic standards.

SCHOOL TO WORK. Signed by President Clinton in May of 1994, this act broadens educational, career and economic opportunities for students not immediately bound for four-year colleges through local partnerships among businesses, schools, community organizations and state and local governments. By equipping students with the knowledge and skills necessary to pursue work or post-secondary training, this law helps ensure that America will be capable of performing and prospering in a competitive global economy.

NATIONAL SERVICE. President Clinton created the AmeriCorps program -- signed into law in September of 1993 -- to enable young people to earn money for education by serving their communities. This year alone, 25,000 volunteers are working in schools, hospitals, neighborhoods and parks.

DIRECT LENDING. President Clinton's Direct Lending program -- signed in August of 1993 as part of the Omnibus Budget Reconciliation Act -- eliminates billions of dollars in unnecessary payments to lenders and third parties and makes student loans cheaper and more efficient for students, schools and taxpayers. Over 1,300 schools, representing 40% of the total number of loans, are participating in this program, which cuts bureaucracy and saves taxpayers and students billions of dollars, while allowing more borrowers flexible repayment arrangements -- including pay-as-you-earn plans through Individual Education Accounts. President Clinton remains committed to preserving the right of every college to choose Direct Lending.

EDUCATION AGENDA TO MEET THE CHALLENGES OF FUTURE

President Clinton remains committed to education reform and has vowed to continue helping Americans invest in their children's and their nation's future. In his State of the Union Address, the President made the following proposals:

TECHNOLOGICAL LITERACY FOR THE 21ST CENTURY. President Clinton has launched a national mission to make all children technologically literate by the dawn of the 21st century, equipped with communication, math, science, and critical thinking skills essential to prepare them for the Information Age. He has challenged the private sector, schools, teachers, parents, students, community groups, and all levels of government to work together to meet this goal by building four pillars that will:

1. Provide all teachers the training and support they need to help students learn through computers and the information superhighway;
2. Develop effective and engaging software and on-line learning resources as an integral part of the school curriculum;
3. Provide access to modern computers for all teachers and students;
4. Connect every school and classroom in America to the information superhighway.

HIGHER EDUCATION STANDARDS FOR STUDENTS AND TEACHERS. In order to ensure America's competitive strength, President Clinton wants to see public schools driven by demanding high standards for students and teachers.

PUBLIC SCHOOL CHOICE. President Clinton believes that information, competition, and choice among public schools should be the rule, not the exception. Any parent who is dissatisfied with either their own child's or the school's performance should have the opportunity to choose a public school that will do better.

CHARTER SCHOOLS. To ensure that every parent has the opportunity to choose a school for their child, the President called on all 50 states to enact charter school laws within 12 months. Twenty states currently have laws providing for the creation of charter schools -- public schools, created and managed by parents, teachers and administrators. Charter schools have greater flexibility but they are held accountable for their results through a performance-based contract with a local school board, state, or other public institution.

PARENT INVOLVEMENT. President Clinton believes strongly that parents are and should continue to be their children's first and most important teacher. The President asked parents to read with their children, see that their homework is done, see that they take the tough courses, know their children's teachers, talk to their children directly about the dangers of drugs and alcohol, and talk to them about the values they want them to have. The President has also challenged businesses, schools, and religious organizations to help parents find the time for all of this by being family-friendly for learning.

Date: 03/27/96 Time: 15:29

EClinton Calls For States To Hold Schools Accountable

PALISADES, N.Y. (AP) President Clinton called on states today to reward good teachers, fire incompetent ones and hold schools accountable for results.

Addressing a national education summit, the president also said students should have to pass tests to graduate from elementary, middle and high schools. A number of states already have such requirements.

"Too many people in the United States think that the primary determinant of success and learning is either IQ or family circumstances instead of effort. I don't," he said. "Most children are very eager to learn. Those that aren't probably have been convinced they can't."

"I believe if you want the standards movement to work, you have to have an assessment system that says, 'No more social promotions. No more free passes,'" Clinton said.

"This is one area where we need a revolution of rising expectations," he added. "Once you have high standards and high expectations, there are unlimited things that can be done."

Republican Gov. Tom Ridge of Pennsylvania said Clinton is not offering new solutions and supports the status quo in education.

"He thinks everything is fine and all you need to do is test a few folks," Ridge said. "Testing is hardly revolutionary, hardly a leadership item. It's hardly ahead of the curve."

After late-night partisan bickering, governors ended the two-day meeting by agreeing to set higher standards for students and measure their performance.

Business leaders agreed to look at the high school transcripts of prospective employes, push parents to get involved in schools and play an active role in getting technology into the classroom.

The 49 business executives also agreed to make a state's academic standards and student performance a high priority in deciding where to build or expand operations.

Business leaders called for tougher academic standards, noting that hundreds of applicants respond to "Help Wanted" ads yet business managers can't find qualified workers. Poor-performing schools are partly to blame, the business representatives said.

"I don't think the education community can continue to ignore what business says. They are the ultimate customer," said Keith Poston, a spokesman for the National Alliance of Business.

Forty-nine business leaders from across America have joined 41 governors to talk about raising academic standards for America's schoolchildren and infusing technology into the classroom.

Raising standards in core subjects, such as math, science, English and history, is a bottom line issue for some businesses.

One-third of corporate economists surveyed by the National Association of Business Economists in January said their companies were having trouble finding skilled labor, according to a discussion paper written for the summit by the business alliance.

A 1994 American Management Association survey on basic skills testing and training reveals that the number of U.S. businesses that provided remedial training jumped to 20 percent in 1994, up from 4 percent in 1989.

Lockheed Martin Energy Systems, a 14,000-employee company that operates Oakridge National Laboratory in Oakridge, Tenn., spends \$1 million a year to train workers in basic skills.

"The vocational training we don't mind doing. I think today, to

have to go back and training people on the remedial skills is an investment we wish we didn't have to make," said Lockheed president Gordon Fee.

Ameritech Corp. does not do remedial education, but it gives prospective employees a basic skills test in reading, writing, basic math and simple logic, said chairman Richard C. Notebaert. For every 10 people interviewed to work in its local telephone business in five Midwestern states, Ameritech hires one.

"The ones we don't hire we don't hire because they can't pass the test," he said. "The test is a basic skills test. It's not for being an electronic engineer or anything."

Notebaert said he was in favor of a common platform that states could use to formulate their own sets of academic standards.

"If we could set standards in the school system, then we'd know what we would be getting out of the school system," Notebaert said. "We don't want the educational system to be a technical school. We just want it to provide the basic skills."

APNP-03-27-96 1534EST.

Date: 03/27/96 Time: 15:42

EGovernors, Business Leaders Forge Agreement on School Standards

PALISADES, N.Y. (AP) As President Clinton complained about giving students "free passes" to the next grade, the nation's governors ended a two-day education summit Wednesday with a pledge to set tough academic standards in their states.

Clinton said students, teachers and schools need to be more accountable, and the governors promised to set up, within the next two years, tests that will assess whether students are meeting higher standards in their states.

After late-night partisan bickering, the governors issued a six-page policy statement aimed at rekindling the academic standards movement in the states a grass-roots campaign, not one coming from Washington.

"The choice is clear," said Wisconsin Gov. Tommy Thompson, chairman of the National Governors Association, who led the summit with IBM Corp. Chairman Louis Gerstner. "By setting standards for our schools, our students will graduate with the skills they need to succeed."

"They will know how to write, how to read and how to compute, as well as how to comprehend. They will be able to command good jobs, good wages."

At the summit, 49 business leaders agreed to look at the high school transcripts of prospective hires, push parents to get involved in schools and play an active role in getting technology in the classroom.

They also agreed to make a state's academic standards and student performance a high priority in deciding where to build or expand operations.

Efforts to reach a consensus nearly collapsed early Wednesday. Some conservative Republican governors, including Virginia's George Allen, threatened not to sign the policy statement because they thought it did not adequately acknowledge state control over education.

"There were a few governors who stomped around," Thompson said. "I even lost my temper."

In his keynote address, Clinton expressed no support for stepping up the federal role in education. He conceded that efforts to set national standards for certain subjects, such as history and English, have been disappointing, although he said ones for math and science were more useful.

"I think we ought to have standards," Clinton told the governors. "You should set them. We'll support you however you want. But they won't work unless there are consequences. You have to reward good teachers and facilitate the removal of those who aren't performing."

Clinton said he thinks the states need to require students to pass tests to graduate from elementary, middle and high schools. Only Arkansas and four other states require such tests, he said.

Republican Gov. Tom Ridge of Pennsylvania called Clinton a supporter of the status quo in education.

"Clinton is praised as a pioneer for getting testing in Arkansas," Ridge said. "I'm going to go back and see how tough those tests are and see how the reading and math proficiencies have gone up since he tested them."

The governors and business leaders also agreed to set up an independent, nongovernmental effort to measure and report each state's annual progress in setting standards. To review student

academic progress, the group agreed to explore the use of an international assessment.

Details about this entity that Thompson has called the "war room" or "clearinghouse" are to be outlined within 90 days, likely under the close scrutiny of Republican governors.

"I don't want this to turn into a quasi-governmental authority, not something that usurps the rights of the people or the states in charting the course of their own schools," Allen said.

"I don't want it to be some super school board that says if you want to put standards in, you have to go through us."

APNP-03-27-96 1547EST

THE WHITE HOUSE
WASHINGTON

READING: I want to endorse a echo Sean Riley comments
on reading. 3rd grade. If every parent would read to child 30 min
it would → set a concrete std
transform American education.

TESTS: only 6 states do tests for promotion from grade
to grade or school to school. (22 grad).
we should do it in all 50.

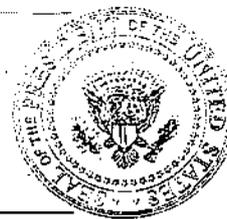
challenge bus + gov.
Come up with a serious proposal
we have started on this road
with Goals Panel + to strengthen NAEP, and we need to
do more.
long way to go. We need
let us pledge together to build on progress we've made
w/ Goals + NAEP

S.C. + Ky.
Schools + teachers get rewarded.

together to get
licensed + recertified
Teacher need to be able to keep teach kids stds.

Only 18 states req ^{tech.} teacher training for all teachers seeking certif.
5 states - all teachers. Delaware good state

February 7, 1996



President Clinton challenges America. Today, President Clinton will speak to the National Association of Independent Colleges and Universities, where he will highlight the challenges from his State of the Union address. He will focus on his college opportunity agenda.

" Our second challenge is to provide Americans with the educational opportunities we will all need for this new century. . . Higher education is more important today than ever before."

-President Clinton, State of the Union Address, January 23, 1996

Meeting our challenge to expand college opportunity. President Clinton has challenged schools, communities, states and lawmakers to help throw open the doors of college as never before. Each proposal rewards responsible students and hard-working families:

- * **Merit scholarships.** The President called for the creation of the largest-ever merit-based scholarship program, rewarding the top five percent of high school graduates in every school -- over 125,000 students annually -- with \$1,000 grants toward the cost of college. The scholarships, rewarding excellence and achievement, will be awarded to the top five percent of graduating students in every secondary school in the United States.
- * **Expansion of work study.** The President proposed a dramatic expansion of the College Work Study program, from 700,000 students to over one million over the next five years. This nearly 50 percent increase will significantly expand a program that reaffirms the American ethic, rewarding hard work and helping ensure that all who want to attend college are able to do so.
- * **Tuition tax deduction.** The President renewed his call for a tax deduction of up to \$10,000 for the cost of tuition and training. Over 17 million students stand to benefit from this proposal for tax relief to working families.

We are making great progress. President Clinton is committed to ensuring that all deserving students can afford to go to college. He has worked hard to help American families invest in their children's and their nation's future.

- * **Direct lending.** President Clinton has created a new student loan program that makes it easier to borrow and repay student loans, saving taxpayers almost \$7 million and dramatically cutting the student loan default rate. He is fighting attempts to cap the program, which allows students to repay loans as a percentage of their income, cuts out the middle-man and eliminates red tape.
- * **Expanding Pell Grants.** President Clinton has called for increasing the number and maximum award of Pell Grant Scholarships, which would help 375,000 more students benefit from the grants in the year 2000.
- * **25,000 AmeriCorps volunteers.** President Clinton's national service program lets volunteers earn college money by serving their local communities to improve the lives of their friends and neighbors.

Governors Want New Focus on Education

By PETER APPLEBOME

Worried that the momentum for overhauling American education is slipping away, the nation's governors plan to gather next month for a second discussion of the subject, six years after President George Bush called them together to make radical changes in the country's schools.

The first gathering led to eight ambitious national goals that educators now concede will not be met by the target year of 2000. This year's meeting, organizers say, will try to move from broadly defined goals to rigorous, specific standards for student achievement.

But if the agenda has to do with standards for achievement, the purpose is far broader: trying to reestablish education as a national priority at a time when the energy from the September 1989 gathering is in danger of dissipating.

"In 1989, President Bush focused the nation's eyes on education, and there was a tremendous feeling we were doing something about education we could all be proud of," said Wisconsin's Governor, Tommy G. Thompson, a Republican who along with Louis V. Gerstner Jr., chairman of the International Business Machines Corporation, was a prime force in organizing the new conference. "Since then, we've lost the focus on education. I see this summit as an opportunity to get it back."

The meeting, scheduled for March 26 and 27 in Palisades, N.Y., will bring together the nation's governors and many of its corporate leaders for discussions of how states can move from lofty national goals to concrete benchmarks for student achievement, and how technology can be better used in the classroom.

For instance, one of the national goals to come out of the 1989 meeting was that by 2000, United States students would be first in the world in mathematics and science. What the governors hope to move toward next month is specific standards that might say, for example, that all high school students should be proficient in algebra and trigonometry.

Business leaders scheduled to attend next month's meeting include Mr. Gerstner; Robert E. Allen, chairman of AT&T; George M. C. Fisher, chairman of the Eastman Kodak Company; John E. Pepper, chairman of the Procter & Gamble Company, and Frank A. Shrontz, chairman of the Boeing Company.

The March meeting reflects both the achievements and the failings of the session held in Charlottesville, Va., in 1989. That conference, only the third time in history a President had called together the nation's governors to discuss a pressing national issue, focused on setting goals for American education. Since then, there has been little concrete improvement in areas like test scores and graduation rates. A midway report on the progress toward the eight goals that came out of the conference gave little indication any would be met by the target date of 2000.

But the meeting helped usher in a national dialogue on education. Since then, every state but Iowa has moved toward adopting statewide standards for what students should learn, according to a recent report by the American Federation of Teachers, though the report said many of those are general statements of intent, not the basis of a core curriculum. The report cited California, Colorado, Georgia and Virginia as among the states with the most advanced standards.

Recent research by the Public Agenda Foundation found that more

STATUS REPORT

National Education Goals

In 1989, the nation's governors met to set goals for improving American education by the year 2000. Achieving them, however, is unlikely based on progress so far.

GOAL	PROGRESS
All children will start school ready to learn.	Gap in enrollment between 3- to 5-year preschoolers from high- and low-income families has remained steady: 82% to 45%.
The high school graduation rate will increase to at least 90 percent.	Rate has remained 86 percent.
All students will leave grades 4, 8 and 12 having demonstrated competency over challenging subject matter.	Reading levels have remained flat, with 25 percent of fourth graders and 28 percent of eighth graders meeting panel goals.
The nation's teaching force will have access to programs for the continued improvement of their professional skills.	Percent of teachers with degrees in main teaching assignment has declined, from 66 percent in 1991 to 63 percent in 1994.
American students will be first in the world in math and science achievement.	No international comparisons since 1991.
Every adult American will be literate.	No national literacy study since 1992.
Every school will be free of drugs, violence, firearms and alcohol.	Illegal drug use up from 24 percent of students in 1991 to 33 percent in 1994.
Every school will promote partnerships that will increase parental involvement.	In 1992, 77 percent of parents reported attending a parent-teacher conference.

Source: National Education Goals Panel

A national gathering will get specific on academic standards.

than 80 percent of Americans endorsed "setting up very clear guidelines of what kids should learn and teachers should teach."

But, as evidenced by the rancorous battle to establish national standards for history, agreeing on what standards to adopt can be much messier than achieving a broad consensus on establishing them. An added complication for the governors now is that leaders agree there is too much hostility to a Federal presence in education to impose national standards at all; each state is being left to come up with its own.

Still, for all the difficulties in setting standards — and the very real concerns about a rise in dropouts and failures — the call for standards has broad support among Democratic and Republican governors and business executives.

"The goals established in '89 were wonderful statements of intention, but they didn't have a practical, tactical dimension that pushed us along toward achieving those goals," Mr. Gerstner said. "The single most important thing we need to do to get back on track is to create a set of standards against which we can measure performance."

Not everyone is convinced that standards should be the first priority.

The Chancellor of the Florida State University system, Charles Reed, said he believed that as Florida increased its standards in recent years for elementary and secondary schools, the top third of students had improved and the bottom two-thirds had regressed, in part because of frustration.

Similarly, Richard Gibboney, an education professor at the University of Pennsylvania, said a top-down approach to improving education by imposing standards was unlikely to have much success.

There are already rumblings from some educators that a gathering of corporate leaders and governors to discuss education may not be especially representative, particularly as regards the needs of urban schools.

But Gov. Roy Romer of Colorado, a Democrat, said it was important for state and business leaders to show their commitment to keeping education on the nation's agenda.

"Education has dropped back as an issue, and it's important to make the statement that this is something we must address," Mr. Romer said.

And he and others said they saw standards as only a part of a strategy for improving education.

"There are a lot of things we need to do to fix the schools," Mr. Gerstner said. "It's outrageous, for example, that the public is eager to spend money on sports stadiums but there's no money to fix up the public schools. We have to address all those issues. But I don't think that makes the need any less urgent for setting standards and focusing on what students need to learn."

Rate Doubts Still Undercut Bond Prices

30-Year Treasury's Yield Soars to 6.40%

By ROBERT HURTADO

Investors in Treasury bonds extended their losing streak to four sessions yesterday as disappointment with the Federal Reserve and technical factors pushed prices lower.

The Fed's chairman, Alan Greenspan, testified before a Congressional subcommittee yesterday on the state of the economy and monetary policy, but did not give any definitive signs of the Fed's intentions concerning interest rates. Those anticipating assurances of further rate cuts, perhaps as soon as March, got none. In fact, Mr. Greenspan said nothing to prevent further selling in the current climate of rising rates.

The 30-year bond tumbled 2 points yesterday, to 94^{1/2}; its yield, which moves in the opposite direction of its price, rose to 6.40 percent, from 6.24 percent on Friday.

Eric Hamilton, senior fixed-income analyst at Technical Data in Boston, said that the market "is clearly on the defensive and needs to see continued signs of an economic slowdown before it regains its lost ground." With a weakening economy, interest rates can fall, and bond prices rise.

Without fresh economic data to give direction, traders said, the market tended, as it usually does in such circumstances, to lean toward technical trading, like volume and price movement.

Tony Crescenzi, head of government bond trading at Miller, Tabak, Hirsch & Company, a New York brokerage firm, said, "There are times when selling begets selling because there are technical support levels that have been violated." While the technical activity had increased, he said, there has been no apparent change in market fundamentals.

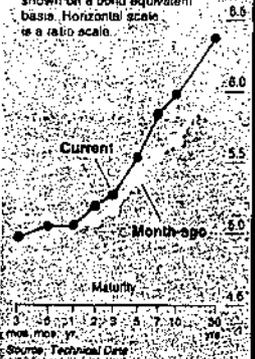
James Hale, a fixed-income analyst at M.S.S. International in San Francisco, said that selling started in Europe on fading hopes of lower interest rates there, and that caused a selloff in New York.

Meanwhile, large hedge funds put pressure on the market by selling Treasury securities they had financed in Japanese yen. Weakness in the dollar alarmed some investors as the yen grew stronger, forcing the funds to unwind the yen trades, or gussifying them, because of the potential for currency losses.

As for Mr. Greenspan's testimony, Mr. Hale said that the market was nervous before he even began to talk: "Not knowing if he would make a change in Fed policy made a lot of market participants jittery. The most would like to see the Fed move to lower short-term rates to boost the economy." Prices fell before Mr. Greenspan

Treasury Yield Curve

Yields of selected Treasury securities, in percent. Yields for short-term maturities are shown on a bond equivalent basis. Horizontal scale is a ratio scale.



The New York Times

Key Rates

In percent	Yesterday	Previous Day	Year Ago
PRIME RATE	6.25	6.25	9.00
DISCOUNT RATE	5.00	5.00	5.25
FEDERAL FUNDS*	6.19	5.13	5.96
3-MO. TREAS. BILLS	4.78	4.75	5.74
6-MO. TREAS. BILLS	4.75	4.70	6.01
10-YR. TREAS. NOTES	6.59	6.77	7.43
30-YR. TREAS. BONDS	6.40	6.24	7.81
TELEPHONE BONDS	7.81	7.38	8.46
MUNICIPAL BONDS**	5.81	5.83	6.49

*Estimated daily average, source Federal Reserve Board.
**Municipal bond index, The Bond Buyer.
Source: Salomon Brothers and Technical Data for Treasury's bond, weather bonds, notes and bills.

spoke, and then fell further on selling after he left traders doubtful that the Fed would lower rates further. "I think it's fair to say, considering the backdrop of only moderate economic growth and slow inflation, that the market has oversold," Mr. Hale said. "But in the short run, the market behavior has turned psychologically so bearish that the oversold condition may continue for some time while it searches for a new bottom."

Some maturities did get limited support from talk that the Fed was in the market buying.

Gerald A. Gulik, senior vice president of the taxable fixed-income department at Advest Inc., said that while the day's decline did begin for technical reasons, it expanded beyond that. "In essence, the psychology has changed so that people are now concerned about an acceleration in economic growth, accompanied by increased fears of inflation. There is nothing fundamentally wrong to justify this mood change, but technically the market became concerned when the long-bond yield passed 6.22 percent last week.

The following are the results of yesterday's Treasury auction of new three- and six-month bills:

	3-Mo. Bills	6-Mo. Bills
Average Price	96.392	97.599
Discount Rate	4.78%	4.55%
Coupon Yield	4.99%	4.95%
High Price	97.799	97.614
Discounted Rate	4.75%	4.72%
Coupon Yield	4.99%	4.95%
Low Price	96.797	97.599
Discounted Rate	4.78%	4.55%
Coupon Yield	4.99%	4.95%
Accepted at low price	6%	1%
Total applied to	\$47,866,443	\$45,364,794
Accepted	\$11,208,103	\$13,203,318
Uncompetitive	\$1,441,663	\$1,777,911

Both issues are dated Feb. 22, 1986. The three-month bills mature on May 22 and the six-month bills mature on Aug. 22.

FUTURES MARKETS

Crude Oil Prices Rise Sharply On Lack of Agreement With Iraq

By Bloomberg Business News

Crude oil prices posted their sharpest one-day gain since the Persian Gulf war yesterday, while gold prices tumbled.

The surge in oil prices came after Iraq and United Nations negotiators ended two weeks of talks on Monday without an agreement on a plan to allow Iraq limited oil sales to pay for food and medicine. The plan would have allowed Iraq to sell as much as \$2 billion worth of oil over six months.

"Without the Iraqi thing hanging over our head, people are looking at how good demand is, and demand all over is up," said Jerry Samuels, managing director at ARB Oil Inc. in New York.

On the New York Mercantile Exchange, crude oil for March delivery jumped \$1.89, to \$21.65 a barrel, the highest price since March 4, 1983. It was the biggest one-day gain in an active contract since Jan. 26, 1981. The market was closed Monday in observance of Washington's birthday.

The March contract expired yesterday; the active April contract surged 87 cents, to \$19.27 a barrel.

While traders still eventually expect an oil-sale agreement between Iraq and the United Nations, the apparent failure of the recent talks indicates that no Iraq oil will come to market for months.

In the meantime, demand for crude oil from refineries is strong

and oil stockpiles in the Midwest, where the futures contract specifies delivery, are at their lowest since the American Petroleum Institute began measuring them in 1987. Stockpiles in the nation's refining center on the Gulf of Mexico are also close to their lowest on record.

Gold prices plunged. Gold had been bolstered in part by hopes that economic weakness would prompt the Federal Reserve to cut interest rates. But testimony by Alan Greenspan, the Fed chairman, dashed those hopes yesterday. Mr. Greenspan told Congress that weakness in the economy was "likely to be temporary."

Mr. Greenspan's speech "was very bearish for gold," said Jim Steel, a vice president for commodities research at Refco Inc. in New York. "We have high interest rates in a low inflationary environment, and now, no prospects for further rate cuts."

The April gold contract fell as much as \$8.30 on the Comex division of the New York Mercantile Exchange before recovering to end \$6.40 lower at \$401.10 an ounce, the lowest since Jan. 18.

On other commodities markets, wheat prices plunged following forecasts that rains would soak the winter wheat crop during the coming weeks, helping ease months of dry weather. The Commodity Research Bureau index of 17 commodities fell 0.51 point yesterday, to 249.64.

CURRENCY MARKETS

Hong Kong and Singapore Vow To Join Japan in Monetary Steps

By ANDREW POLLACK

TOKYO, Feb. 20 — Monetary authorities in Hong Kong and Singapore have agreed to intervene in their currency markets on behalf of Japan, an arrangement that will give Tokyo a new weapon in resisting the rise of the yen, Japanese officials said today.

While the long-term effectiveness of the new arrangement remains to be seen, the announcement — as well as reports that Japan's central bank was buying dollars for yen in the foreign-exchange markets — bolstered the value of the dollar, sending it up by more than 2 yen in Asian trading. The dollar's advance faded in European trading.

In New York late Tuesday, the dollar pared its gains to end the day at 105.75 yen, up from 105.20 on Friday. The dollar slipped to 1.4473 marks, from 1.4535. The British pound fell to \$1.5450 from \$1.5520 on Friday. Financial markets in the United States were closed Monday.

Under today's agreement, the authorities in Hong Kong and Singapore will buy or sell currencies in their markets at Japan's request,

using Japanese central bank funds.

A senior Japanese Finance Ministry official said Japan wanted to increase cooperation with other Asian nations because these countries were becoming increasingly important in world trade and currency markets. "They cannot be excluded anymore," the official said.

Today's announcement, currency-market analysts said, raised the possibility of powerful coordinated Asian actions.

C. H. Kwan, an economist at the Nomura Research Institute, said the agreements were part of a broader trend toward cooperation among monetary authorities in East Asia.

The Hong Kong and Singapore currency markets are substantial. Their combined turnover equals that of the New York market, Finance Ministry officials said. The foreign-exchange reserves of Asia, Australia, and New Zealand accounted for 42 percent of the world's total in 1984.

Japan has been trying to lower the exchange value of the yen as part of an effort to revive its economy by making exports more competitive. Toward this end, the central bank has cooperated with the American Federal Reserve in buying dollars.

CLINTON LIBRARY PHOTOCOPIY

EDUCATION IDEAS

3.5.96

1. Charter Schools

- Announce charter school plan: venture capital to start 3,000 charter schools over 5 yrs; Education directive to waive red tape, free up other federal funds, and evaluate charter schools
- Challenge every governor to enact strong charter laws (condition of fed aid?)
- Applaud NEA for its charter school project
- Challenge school boards & teachers unions to lead this revolution (get out of way)

2. Choice

- Attack private vouchers
- Challenge every district to provide public school choice
- Report card for every school (teacher?) so parents can evaluate (direct Educ?)

3. Teachers

- Higher standards for teacher certification and recertification
- Tenure based more on performance
- Accountability for groups of teachers -- reward schools that are doing well, get rid of tenure in schools that repeatedly fail
- Five-year contracts? Involve teachers in personnel decisions?

4. Bureaucracy

- Challenge school districts to shift X% from administrative bureaucracy to classroom.
- Attack NYC school system: 30 cents of every educational dollar goes to teachers and materials. Attack work-rules. Can't afford textbooks.
- Challenge businesses, communities to help schools reduce overhead (eg, acting)

5. Deregulation

- Colorado legislation that enables high-performing schools to get out of many regulations
- Direct Educ to provide model legislation for all states

6. Sanctions

- Challenge governors to save 1000s of failing schools. Title I allows conversion to charter school status.

7. Discipline

- Shield law to protect schools from lawsuits over disciplining disruptive kids.

8. Parents

- Challenge parents to become tutors

Proposed Changes in Summit Speech

Page 1:

1. page 1, line 10 " the people gathered in this room today can help to provide the leadership to get this done" Concern that the current draft phrasing ignores teachers and others who are not represented.
2. page 1, last line -- eliminate phrase "the best in the world" the phrase raises expectations we can not meet, alternative "America's schools bastions of excellence"

Page 2

1. page 2, line 14 -- find substitute for the word "revolution" -- most people are hesitant to have their children be part of an experiment, the word "challenge" works well here but it may be overused.

Page 4

1. Follow-up to Sec. Riley request in meeting with POTUS to make "reading" a concrete challenge -- here are two specific things the President can say.
 - * I want to endorse and underscore what Secretary Riley said in annual "State of Education" speech last month when he said that improving literacy is "our most urgent task." The Secretary made a point that we all need to recognize -- you can't use or cruise the Internet if you don't know how to read and write.
 - * So this must be our first challenge. Every child in America should be well-established and be able to read independently by the end of the third grade.
 - * And I encourage every family to follow the first rule of education and read to their children. If parents will read with their children and to their children for thirty minutes a day that alone will change the very nature of American education and raise standards.
2. line 7 -- delete "Virginia" as an example which is not a Goals 2000 state, Allen has fought us every step of the way and insert "Maryland"

Page 6

1. line 12-- replace "to get out teachers who can't teach" to counsel out burnt-out teachers who simply have lost the excitement of teaching. I do not think that many of us in this room have the talent much less the energy to try to teach five classes a day, year in and year out. Teaching is hard work. There is no shame in getting tired. But when a teacher wears out we need to be "counsel" them out and if necessary weed them out if they can't really help the young people they teach. There is no shame in getting tired. The shame comes when we don't act when we know we should act.

the term "counsel out" is a term that is being used. Two unions one -- in NYC and one in Cinn. -- are working with the school districts to help teachers who are struggling or who simply need to retire.

2. last sentence, please change "Teach for America" with "Recruit New Teachers" which has already been endorsed by the First Lady and POTUS.

Page 8 -- see attachment

Page 9

1. add line about " schools should not be hostile to religion" where appropriate in second paragraph.

Page 11

1. line 3 -- follow on --The new telecommunications bill creates an opportunity for states to set lower rates for schools and libraries and I urge all of you to act on this opportunity.

Page 12

1. note 89% of all American students attend public school -- the simple point being that we do not have an option to walk away from these schools.

On page 8

1) Delete first sentence. . .replace with

"And while standards for all of our schools must be high, there is no one best approach."

2) Line 4. Replace "form new schools with a charter they can keep". Substitute:

"get charters to create and manage public schools that stay open"

A. ✓ 3) Lines 5-6. Replace "20 states" with "21 states". Replace "another 100" with "more". (100 is not accurate.)

4) Lines 6-7. Delete "These schools...high standards." Replace with:

"These schools provide new opportunities for parents, teachers, and communities -- rather than regulations and bureaucracies -- to shape public education and to focus on the single goal of meeting high standards."

A 5) Line 9. rework sentence to say, "Secretary Riley has already given grants to start charter schools in 11 states."

[Note: 10 states receive grants, as do some individual charter schools in an 11th state.

A 6) Line 11. Delete "states". Replace with "teachers, parents, (community groups), and others"

A 7) Line 11. Delete "new"

(The word "new" suggests a particular kind of charter school to people who follow this issue; i.e. it means a brand new school, as opposed to an existing public school that applies to become a charter school. We will never get 3,000 brand new charter schools in five years.)

7) Line 11. Add new sentence:

"I encourage teachers, parents, museums, universities, and others to consider starting charter schools. But everyone needs to remember that charter schools provide a way to strengthen, not bash, public education in this country.

A 8) Lines 14-15. [The bracketed sentence is not accurate. The charter school POTUS visited in San Diego was not shut down and reconstituted as a charter school. It was a good regular public school that applied to become a charter school.]

BACKGROUND ON PRESIDENT CLINTON'S EDUCATION CHALLENGES

March 27, 1996

1. REVOLUTION OF RISING EXPECTATIONS AND STANDARDS.

- **No More Social Promotions -- No More Free Passes. Require Students to Pass Tests for Promotion or Graduation from Elementary School, Middle School, and High School.** End the entitlement that students can pass by just showing up. Schools should ensure that students pass from grade to grade because they have learned what they are supposed to. Governor Clinton pioneered this idea in 1983, when Arkansas began requiring 8th graders to pass a test before they could go to high school.

Only Arkansas and four other states require tests for promotion from grade to grade or school to school. We must go further. Each state should have a specific test that all students must pass to be promoted from school to school, and schools should be held accountable to make sure that their students meet these standards.

- **Every Child Reading by the End of Third Grade.** Set a concrete standard for the most basic of skills: reading. Every school district, teacher and parent, must be committed to ensuring that every child is reading by the end of the third grade, and every parent should read to their child 30 minutes a day.

2. REWARD AND DEMAND HIGHER STANDARDS FOR TEACHING:

- **Change Certification Rules that Bar Many Talented Young People from being Teachers:** Support alternative certification procedures with high standards to bring talented people into teaching as long as high standards are met. Governor Clinton reformed certification procedures in Arkansas. We should do it everywhere.
- **Reward Excellent Teachers and Fire Incompetent Teachers:** Challenge teachers to meet high standards for performance and states to reward them when they do. There should be a fair process that makes it faster and far less costly to fire incompetent teachers. We shouldn't bash teachers; we should try to find ways to keep the best teachers in the classroom.

3. HOLD SCHOOLS ACCOUNTABLE FOR RESULTS.

- **Public School Choice and Charter Schools:** Challenge states to expand public school choice and pass charter school laws. Every state should let educators and parents get charters to create and manage innovative public schools that will remain open only if they do a good job. Today 21 states have charters school laws and there are over 250 public charter schools up and running. The President's balanced budget calls for \$40 million in seed money in FY1997 to help communities across the country start 3000 schools over the next 5 years -- a ten-fold increase. Encourage states to redesign or shutdown schools that fail and allow new, more effective management -- including parents and educators -- to take over.

4. MAKE SCHOOLS SAFE, DISCIPLINED AND DRUG FREE.

- **Permit Uniforms and Drug Testing.** Support School uniforms and other innovative approaches to increase discipline and reduce violence. In Long Beach, school uniforms have helped reduce school crime 36%.
- **Make It Easier for Teachers and Schools to Take Appropriate Disciplinary Action.** Children can't learn and teachers can't teach unless there is order in the classroom. More states should follow the lead of Indiana, New York and Maryland in giving teachers and schools the power to remove disruptive students.
- **Enforce tough truancy laws.** Follow the model of Police Chief Reubin Greenberg in Charleston, South Carolina.
- **Community Schools as Safe Havens.** Support Crime Trust funding that encourages community schools to stay open for longer hours -- at the time when students need a safe haven and when most juvenile crime is committed. We must provide young people a safe place to go to keep off the streets, particularly during the peak hours of juvenile crime -- between 3:00-6:00 p.m.

5. ACCEPT TECHNOLOGY LITERACY CHALLENGE FOR ALL STUDENTS.

- **Ensure that Technology Literacy Challenge is Met for Every Schools and Every Student:** States and local communities must ensure that students do not become divided by access to technology. States should accept the President's \$2 billion Technology Literacy Challenge to help ensure that all students are technologically literate and all schools can meet the four pillars of America's Technology Literacy Challenge: classrooms wired to the information superhighway; computers in every school and classroom; technology-trained teachers, and engaging learning software that challenges students.
- **Ensure Teachers Can Teach Their Students to Become Technologically Literate:** Work with teacher unions, colleges and corporate America to ensure that every new teacher can use and teach technology.

What's Up at Schools Summit II?



Keith Geiger
President, NEA

An Agenda with Teeth: Stiffer Standards, Real Accountability

If everyone is for the campaign to raise academic standards, how come so many people are trying to kill it? Governors and corporate leaders have watched in dismay as the national effort to toughen school standards — launched in 1989 by all 50 governors and President Bush at the Charlottesville education summit, and codified two years ago in Goals 2000 — has been sidetracked into a cesspool of politics and silliness.

In Connecticut, to take just one example, a group calling itself Committee to Save Our Schools was instrumental in defeating legislation to strengthen curricula. The group charged that setting statewide standards was "un-American" and "meddled with family values." Meanwhile, candidates in the presidential primaries have clamored for repeal of Goals 2000, with one of them accusing the "beards and sandals crowd" in the Department of Education of trying to dictate to local schools.

But aside from the absurdity of such charges, these attacks have had a deadly serious impact. They have shattered the bipartisan consensus forged at Charlottesville. And they threaten to sink the effort to create tougher standards for our schools.

In recent months, however, a powerful rescue mission has been mobilized in state capitals and corporate boardrooms. Governors, many of whom have championed higher academic standards in their own states, are speaking up on the national stage. And the National Alliance of Business, the Business Roundtable, and other corporate groups have lobbied hard in Congress to save Goals 2000.

This remarkable collaboration of governors and corporate leaders will climax on Tuesday when they gather in Palisades, N.Y., for what will be, in effect, Schools Summit II. As co-hosts, Gov. Tommy Thompson of Wisconsin and IBM head Louis Gerstner have set a nonpartisan agenda with a no-nonsense focus on raising academic standards. These are men with a mission — and they have planned a summit of action, not talk.

Their goal is to get each governor's commitment to establishing challenging academic standards in his or her state within a two-year deadline.

And that's not all.

Remember that the Charlottesville education summit, too, called for "world class" standards. But it erred by offering no real plan for implementing them. One teacher aptly described this as the "Field of Dreams" approach: "If you set them (standards), they (students) will achieve." The problem, obviously, is that high standards are neither self-executing nor self-enforcing. Having learned from this lapse, Thompson and Gerstner will insist — wisely, we believe — that the governors also come up with accountability systems for tracking school districts' progress in meeting the new standards.

The good news is that we do not set out for this summit from Square One. Many states and school districts are already making heroic efforts to boost standards. Today, 47 percent of high school students complete a rigorous core curriculum — up from a mere 13 percent a decade ago. Over the same decade, average math and science scores of 17-year-olds on the National Assessment of Educational Progress are up 9 and 10 points, respectively — roughly the equivalent of an additional year of high school learning.

But however impressive these gains, we must do much better. IBM's Gerstner told a governors meeting last summer that the education goals announced in Charlottesville will not be met without a "fundamental, bone-jarring, full-fledged, 100 percent revolution." He said that each governor, as the leader ultimately responsible for a state's school system, "has to reach out, grab it by the throat, shake it up, and insist that it happen."

Gerstner's get-tough urgency is welcome, as is the governors' leadership. What's more, school employee unions such as NEA have a responsibility to support — indeed, to join in leading — not just the raising of standards, but the broader project of school reform.

Our bedrock commitment is to quality public education. This in no way entails a rigid commitment to the status quo in public education, especially in school districts that are underperforming. To the contrary, it often demands that the status quo be changed or done away with. We look forward to playing a creative, constructive role — both at the summit and beyond.

nea

NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. • Washington, D.C. 20036 • (202) 822-7200

On the World Wide Web: <http://www.nea.org>

324.96

[WASHINGTON POST]

Insert p.17 after first sentence:

There ought to be a fair process for firing incompetent teachers -- and the process must be much faster and far less costly.

Background

TALKING POINTS ON NO SOCIAL OR AUTOMATIC PROMOTIONS

Getting Serious About High Expectations and High Standards: The President is sending a strong message to the nation: that it is long past time to get serious about standards, accountability and high expectations.

End Entitlement Mentality: We have to end the entitlement mentality that says that anyone who shows up deserves to pass and that just getting by is good enough. Passing from one grade to another should be an accomplishment -- not an entitlement. It should signify that the student really did learn -- and that the school is doing its job.

Tests for Promotion From Each Level of School: The best way to make that crystal clear is for every state to say clearly: no one graduates from one school to the next -- from elementary school, from middle school, and from high school -- unless they have met a state performance test.

Purpose is to Help Young People Succeed -- Not Hold them Back: The purpose of this is not to hold young people back: it is to inspire schools, teachers, parents and students to do everything possible -- from tutoring, after school work, summer school, before school -- to help those students meet the grade. Staying back should be a last resort.

Governor Clinton pioneered this idea. His 1983, "Competency Based Education Act of 1983" called for young people to be tested in 3rd grade, 6th grade and 8th grade -- with students having to pass the Arkansas Minimum Performance test in 8th grade to be promoted to the 9th grade. This may be the toughest example of a state using a state-wide performance test as a threshold for promotion. Governor Clinton was the first Governor in the nation to pass an 8th grade competency test for promotion. Only four other states current use some form of tests for promotion.

The President's proposal is call for a bold step, beyond what any state has done so far. The focus on tests for graduation from elementary, middle school and high school is the right approach. *This approach puts accountability on each school to perform and show their students can pass.* It assures standards, accountability and performance throughout school -- ending the mentality of entitlement and social promotion.

Bold, But Reasonable Reform: Even though this approach is stronger and bolder than what any state has done, we feel that it will take hold, because the logic of ensuing that young people are learning as they go through school while holding each school and each students accountable.

STATE TESTS FOR STUDENT PROMOTION

ARKANSAS.

In 1983, Governor Clinton pushed through and signed the "Competency Based Education Act of 1983" in a special or "extraordinary" legislative session. The act called for students to be tested in 3rd grade, 6th grade and 8th grade. The tests in 3rd and 6th grade were used to devise educational improvement plans to help students. Yet, students had to pass the Arkansas Minimum Performance test in 8th grade to be promoted to the 9th grade. This may be the toughest example of a state using a state-wide performance test as a threshold for promotion.

SOUTH CAROLINA.

In 1983-84 then-Governor Riley led a statewide education improvement effort, that resulted in the passage of the 1984 South Carolina Education Improvement Act which raised standards and put in place tough student achievement requirements. The Act required an exit exam for graduation, the use of basic skill scores to be part of the promotion criteria from grades 6 and 8. It also included a no-pass, no-play provision.

The combination of the tough standards for promotion and graduation, and no-pass no-play, coupled with extra help for kids that wanted it and needed it, resulted in basic skills scores improving for an unprecedented four out of five years in reading, math, and writing across the state.

In two studies of teachers' opinions about school reform from 1983-1989 by the Carnegie Foundation for the Advancement of Teaching, South Carolina's reforms were constantly rated the highest in the nation for putting more rigor and achievement into the schools.

LOUISIANA.

The Louisiana Educational Assessment Program (LEAP) includes state-developed criterion referenced tests at grades 3, 5, 7, 10, and 11 as well as the norm-referenced California Achievement Test (CAT-5) at grades 4 and 6. At grades 3, 5, and 7, districts are expected to consider students' LEAP scores as a major, but not sole, criterion for promotion. Districts develop their own pupil progression plans for promotion and retention. In general, districts and individual schools use LEAP scores in conjunction with grades and other indicators to determine student promotion.

Districts must provide state-funded remediation for students at any level who fail a LEAP test. Districts determine how to structure the remediation, which must focus on students' weaknesses as indicated on their individual LEAP student reports. Districts choose which students to serve and may provide services during the school year or the summer.

Contact: Claudia Davis, Louisiana Department of Education, Section Administrator, (504) 342-3748

NORTH CAROLINA.

North Carolina administers state-developed tests at the end of grades 3 through 8 as well as end-of-course tests at the high school level. The state cut back testing this year and will administer only reading and math tests for grades 3-8 as well as high school end-of-course tests in those subjects required for graduation. Students in grades 3-8 can score from 1-4 on the end-of-grade tests; the state's goal is for all students to score at level 3 or above. The state expects districts to provide any student who scores below level 3 with some type of remedial instruction. Districts set their own promotion policies and are expected to take test scores into account along with any other relevant information.

Contact: Doris Tyler, North Carolina Department of Public Instruction, Senior Consultant in Testing
(919) 715-1207

VIRGINIA.

Virginia's test is actually more of a graduation test than a promotion test. In 1990, state mandated a sixth grade literacy test that students must pass to graduate from high school. It is a multiple choice and essay test in reading and math. Students who do not pass the test by the 8th grade become quote "unclassified" and have until the end of the 12th grade to pass the test and graduate.

SUMMARY OF RECENT NEWS ARTICLES ON STUDENT PROMOTIONS

Texas. *Statewide Survey on Student Promotions.*

- 68 percent of Texas elementary school teachers report that students they flunked were promoted [Dallas Morning News, 1/23/96]
- 61 percent of middle school and high school teachers said students who failed their classes were allowed to move on without retaking the class. [Dallas Morning News, 1/23/96]
- Jon Cole, president of Texas Teachers Group, said that social promotions -- designed to keep students with others their own age -- are widespread in Texas. Nearly 40 percent of the 2,132 teachers in the poll said failing students were promoted even though teachers recommended they be retained. [Austin American Statesman, 1/23/96]
- Cole estimates that more than 150,000 of the state's 3.6 million students are advanced a grade level each year despite failing grades. [Austin American Statesman, 1/23/96]
- Texas governor George Bush admits the state has a basic skills problem: "Last year, one in four Texas schoolchildren who took the state reading test failed. That's 350,000 children who do not have the basic skills to learn." [The Economist, 2/20/96]
- Houston teachers: most of the 2,832 Houston teachers who responded to the state-wide survey said they were promoted despite failing grades. [Houston Chronicle, 1/23/96]
- Houston promotions: last year Houston promoted nearly 15,000 students who did not pass their coursework but had already been retained the maximum time allowed by law. [Houston Chronicle, 1/23/96]
- Dallas teachers: The survey found that 56 percent of the 1,581 teachers who responded to the survey believed that social promotions were encouraged by their school administrators. [Dallas Morning News, 1/23/96]

New York City.

- Nearly 3/4 of New York City teachers (61%) report that their elementary schools promote students to the next grade even when the students haven't earned it. [Newsday, 2/29/96]
- 9/10 of New York City teachers want a statewide core curriculum in basic subjects. [Newsday, 2/29/96]
- 25% of New York City elementary school teachers report that their districts already require kids to pass a test before they can be promoted. [Newsday, 2/29/96]
- Nearly 60% of Long Island's elementary teachers reported that they feel pressure to promote kids to higher grade levels even when they're unable to handle the more advanced work. [Newsday, 2/29/96]

Detroit, MI.

- In response to concerns that students are not graduating with the basic skills they need, Detroit Public Schools are currently considering a new idea that sounds old: "flunk students if they don't qualify to move on to the next grade." [Detroit Free Press, 3/26/96]
- School Board Member April Howard Coleman's plan would require students to prove they have acquired the skills necessary to move to the next grade. [Detroit Free Press, 3/26/96]
- The Detroit proposal has the support of most school board members. [Detroit Free Press, 3/26/96]

Gwinnet County, GA

- Sidney Faucette, the Atlanta-area's new Superintendent took office in July of 1995 and pledged to immediately end social promotions for students and set up efficiency exams in order for students to be promoted. The proposal received immediate widespread support. [Atlanta Journal and Constitution, 7/24/95]
- By the end of September of 1995, the Gwinnet School District passed the new standards, ending social promotions. Social promotions were eliminated and final exams became mandatory as the school board charted a new course that they hoped would boost test scores and prepare their students "legitimately" for college. [Atlanta Journal and Constitution, 12/31/95]

CHARTER SCHOOLS

Charter schools are independent public schools, which do not have to comply with most government regulations imposed on other schools in the public system. Charter schools are created by groups of parents, teachers, community leaders, and administrators and are held accountable for their results through a performance based contract with a local school board or state. Charter schools provide more choices for families by allowing them to decide which public school their children will attend. President Clinton has long been an advocate of innovative solutions such as Charter Schools and under his leadership as Governor, Arkansas was one of the first states to promote public school choice.

The reauthorization of the Elementary and Secondary Education Act (Improving America's Schools Act-IPSA), which the President signed into law in October of 1994, reflects his belief that "parent and student choice among public schools can assist in promoting comprehensive educational reform and give more students the opportunity to learn to challenging state content standards and challenging state student performance standards, if sufficiently diverse and high-quality choices, and genuine opportunities to take advantage of such choice are available to students." IPSA legislation provides FY 1995 funding - charter schools start-up grant program - which will be awarded to 12 sites this month.

Since 1991, 19 states have enacted laws permitting the establishment of charter, or independent public schools. About 110 charter schools have opened their doors in seven states: California, Minnesota, Michigan, Colorado, New Mexico, Wisconsin, and Massachusetts. More than 100 other schools have received charters and plan to begin operation by next year. State charter laws differ significantly from one another, but they all charter schools have some features in common -- charter schools are:

- **Public Schools.** Charters do not charge tuition, they are non-sectarian, they abide by health, safety, and civil rights laws, and they are accountable to public authorities.
- **Independent And Relatively Autonomous.** Charter schools operate independently from school districts, and are free from most education rules and regulations. They are given much more decision-making authority than other public schools but the degree of autonomy varies considerably from state to state.
- **Accountable For Results.** Charter schools are accountable for results and a charter will only be renewed if the school meets performance standards as outlined in its contract.
- **Create Alternatives And Choice For Teachers, Parents, And Students Within The Public School System.** In many states charters are designed and managed by teachers, parents, non-profits, or other private organizations.

Other federal funds, including those provided under Goals 2000 and School-to-Work, may be used by states and communities to support charter schools. Massachusetts and Michigan, for example, are already using Goals 2000 funds to support the development of charter schools. In addition, U.S. Secretary of Education Richard Riley has been asked by President Clinton to use broad waiver authority to provide maximum flexibility in the use of federal funds to help charter schools adapt to tailor the use of federal program resources to those needs.

President Clinton's 1996 budget request for charter schools was \$20 million. The U.S. House of Representatives action provides \$6 million and the Senate Appropriations Committee would grant \$10 million. The first grants to be awarded under the charter schools start-up grant program -- the only direct support from the Federal Government exclusively to charter schools include grants to California, Texas, Colorado, Minnesota, Michigan, Louisiana, Georgia, Arizona and Massachusetts.

COMMUNITY SCHOOLS PROGRAM

The Family and Community Endeavor Schools Grant Program -- Title III of the Violent Crime Control And Law Enforcement Act signed by President Clinton in 1994 -- contains \$9 million in grants which will offer youths in 48 communities across the country constructive opportunities for positive youth development. The 1997 budget contains \$14 million (CHECK).

These grants are awarded for a five year period to community-based organizations which will provide entrepreneurship, academic and tutorial programs and apprenticeship programs. The community schools grants build on current existing community partnerships and coalitions working toward meeting the developmental needs of youth. Giving them the opportunity to engage in positive activities beyond school hours will benefit each individual, their families and their communities. Some examples include:

- The Children's Aid Society in New York City in collaboration with Community School District Six and a consortium of partners, will utilize the grant to transform an intermediate school in the Washington Heights / Innwood neighborhood in Northern Manhattan. In order to help break the cycle of crime and violence by improving youth's educational, health, and social outcomes through, the neighborhood center will provide extended-day learning, academic tutoring, and one-to-one mentoring to improve the students' academic achievement and improve their skills.
- The Community Connections program in Saint Charles, Missouri will utilize the grant to promote the successful transition of youth from childhood to adolescence, enhance their academic and social success, and promote their good health and well-being. After school, on evenings and weekends, and during the holidays, the project will provide curriculum-based activities designed to increase the performance of middle school youth.
- In Miami, Florida, the ASPIRA Wynwood Neighborhood Program will utilize the grant to continue serving one of the highest crime areas in the country by providing academic, social, and developmental services to 350 low-income and minority youth after school, in the evenings, on weekends and holidays, and during the summer months. The funds will provide an opportunity to respond to gaps in services, infrastructures, and opportunities for community youth by providing a variety of age specific programs.
- The Mano a Mano Community/School Violence Prevention Partnership Project in San Diego, California will utilize the grant to "gang proof" local neighborhood children. This program seeks to increase children's social competence, academic development, and resiliency; empower and enhance the skills of community residents to change social and community conditions; and mobilize community residents to change in the prevention and reduction of crime and violence in their neighborhood.

THE WHITE HOUSE
WASHINGTON

5474970

TOO STERN - ^{MORE HOPE,} BE POSITIVE

READING AS A CHALLENGE ^{duh crew}

CHECK ACHIEVEMENT TEST

"COUNSEL OUT" BAD TEACHERS

"RECRUITING NEW TEACHERS"

Reinvent - don't do it.

Religion

Telecom bill - lower rates for schools + libraries
challenge states to do it
More specific on Tech Literacy

NOTE TO BRUCE REED

Bruce—

The first version of this memo just crashed, and so I am now recreating our reactions, with an emphasis on speed rather than polish. We can talk about any of this if you need more clarification. Here goes:

1. p.1: FYI--there will be about 50 ceo's at the summit
2. p.1: 2nd paragraph--the challenges are also to gov's and ceo's.
3. p.2: you overstate the bad news about Goals 2000--there is strong support among Dem. Gov's and many ceo's, though there aren't many Republican governors who will stand up in public and support it. The point about not dwelling on Goals 2000 is absolutely right--I just don't want the President to begin to think there is no support for this program.
4. p.2--in addition to the 2 accountability-oriented challenges under standards, the President ought to clearly echo the Secretary's challenge in the state of Am. Ed. Speech that every child should be able to read independently by the end of 3rd grade. This is clearly understandable to the public--as a precondition for technological literacy and everything else. It is more positive and upbeat than the other two challenges here.
5. p.2: The line about "ending the entitlement mentality" is good, but may need a little balance in order to take some of the sting out. I would add to this section the idea that equity and excellence must go hand in hand; that we won't have equity unless we aim high for all kids.
6. p.3: It is safer for the President to say we have cut regulations in el/sec by more than 50% than by 2/3.
7. p.4: On the Teachers section--you can strengthen the challenge about rewarding teachers by adding the idea that, once tough academic standards are set, we ought to get out of the way and give teachers the power to be good teachers. Empowering teachers and providing them with real flexibility and control is in fact an important reward, and consistent with how the President has talked about Goals 2000 and reform--set the standards and free them up at the bottom to get the job done.
8. p.5 The section on safety, discipline and values is good--but there is no challenge about values. Try this:

Our greatest challenge may be this -- to listen with care and attention to the many, quite positive voices in the ongoing debate about education who are seeking to find common ground. The loudest voices in this debate like so many other debates get the attention, but the real work is being done by others.

 - The President could recognize that even on the most sensitive of issues like

religion, common ground can be found. As a result of the President's religious guidelines, we are seeing a sharp decline in the confusion.

9. There are a few additional challenges that ought to be considered:

- **Higher education:** The President ought to address higher education, because of the important federal role, and because virtually every parent wants their kid to get some postsecondary education. We suggest you pick up the challenge in the Secretary' state of American education speech: If schools set and help kids reach challenging standards, if students work hard to reach them, and if parents get involved in supporting this, than federal, state and business leaders (and the whole country) must do its part, by keeping to doors to higher education wide open.
- **School-to-work:** The speech is silent on this area, and I don't think we ever discussed it. The President ought to challenge business leades, state officials and educators to work together to reinvent the high school so that it help all kids succeed, in terms of gaining the knowledge and skills to find the right path for them to further education and or work.

Mike Cohen

TO: BRUCE REED
TERRY EDMUNDS

FR: TERRY PETERSON
KEVIN SULLIVAN

RE: NGA SUMMIT SPEECH

As a follow-up to our telephone call here are several points to consider as you push on to draft eight.

1. Don't forget Bob Miller (D-NV) in your opening remarks, NGA Vice-Chair.
2. page 1 -- last graph -- Clinton was not co-chair at last Summit he was the lead Governor with Carroll Campbell. Gov. Branstad was the chairman of the Conference. Minor historical data but true.
3. page 2, top paragraph, possible last line -- Riley used this type of language in a CNN interview yesterday that seemed to work well.

" We need to work this through school by school, community by community and I hope that we can use this important Summit as a platform to energize local communities.
4. page 2 -- second graph -- science standards are not yet in final form even though they have gotten good reviews so you need to delete the phrase in place. Note that civics, geography and the arts standards have been well received to date.
5. page 2, third graph -- after "enacted at the state level" add some emphasis about getting it implemented at the local level. A nod local never hurts
6. page 3 -- reading paragraph -- watch out for typo -- its not the end of age 3, it is the end of third grade
7. page 3 -- NAEP language -- third graph -- insert 3 lines down. In 1989 we recognize the need to compare.....and we have begun to make progress through the state by state NAEP assessments and the work of the Goals panel, but we need to do much more and quickly. (delete Gerstner sentence) We will do our part to get you the information you need to understand how you are measuring up.

8. charter school language -- I encourage teachers, parents, museums, universities and others to consider starting charter schools. Good charter schools are way to strengthen public education and reinvigorate the public role in the education of our children. They are not a way to end public education.
9. page 4 -- 2nd graph -- "Teachers across America can now get certified at the highest level through the National Board of Professional Teaching standards.
10. page 5 -- first graph -- "will expand public school choice
11. See attachment about counseling out teachers who have lost their zeal and excitement.
12. we prepared the attached memo on reading earlier this morning and we send it along in case you need it. Please note the specific reference to the Union City School and the linkage between reading improvement and technology.

Examples of programs designed to work with weak teachers/recognize excellence

United Federation of Teachers -- New York City Peer Intervention Program

Exemplary teachers work intensively with peers who voluntarily seek help. If efforts to improve the performance of these weak teachers fail, they are counseled out of the profession. The program has been in effect for eight years and 20% of its participants have been counseled out of the profession (without the trauma and cost of the legal process). Last year it was recognized as a finalist for the Innovations in State and Local Government award sponsored by the Ford Foundation and the John F. Kennedy School of Government at Harvard University.

Cincinnati Federation of Teachers



Their program is the same as the NYC program with the exception that they also work with beginning teachers to ensure that potential problems are avoided before they are granted tenure. In addition, teachers do not have to volunteer for assistance. They can be recommended by administrators for the program.

The National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (NBPTS) is a non-profit organization dedicated to setting high and rigorous standards for experienced teachers and developing a voluntary assessment program to identify and certify the nation's highly accomplished teachers. The creation of the NBPTS in 1986 underscored the need for a higher standard for teachers to seek, sending a signal that professional development does not end the day they begin teaching.

The NBPTS is a historic development in education because, for the first time, it provides a realistic measure of what a highly accomplished teachers should know and be able to do. Much as content and performance standards are revolutionizing student learning, Board standards could serve as the framework for reform of initial teacher education and continuing professional development.

The U.S. Department of Education is proud of its support for the NBPTS because the rigorous assessment process provides assurances that teachers who achieve broad certification are highly accomplished. The NBPTS is premised on the belief that teachers must take responsibility for their own professionalism, which is why the evaluation process is voluntary and rigorous. At the same time, the Board realizes that teachers need support from their communities, which is why districts are encouraged to give teachers financial and other incentives to apply for board certification. (Governor Hunt of North Carolina chairs the National Board and has been a leader in providing incentives for teachers in his state to seek this advanced certification.)

March 26, 1996

TO: BRUCE REED
GENE SPERLING
TERRY EDMUNDS

FR: MIKE SMITH
TERRY PETERSON
MIKE COHEN
KEVIN SULLIVAN

RE: READING AS A SPECIFIC CHALLENGE IN
SUMMIT SPEECH

We urge you to follow-up on Secretary Riley's recommendation to the President in yesterday's meeting to make "reading" a specific challenge in the standards section of the NGA Summit speech. There are four substantial reasons for this action.

First, the reading challenge is concrete and specific. By urging schools to "make sure that every child is well established and able to read independently by the end of third grade" the President is able to lay down a specific marker and challenge to teachers and parents all over America.

In addition by calling for parents to read thirty minutes a day to their children -- another specific challenge -- the President is able to reach beyond the immediate audience of Governors and CEO's and make the whole standards debate understandable to the broader American public. This challenge will make standards real to real people.

Second, reading is a metaphor for the basics and in every poll we have seen the American public views a foundation of the basics as the "absolutely essential" first step before moving on to technology. By calling for better reading habits POTUS balances a traditional message of the "basics" with the strong future emphasis on technology. They work together to give the President a stronger message that reaches a more moderate/ conservative part of the American public.

The reason that Union City middle schools students now outperform their counterparts in other schools is that computers and online network access literally doubled the amount of time that the Christopher Columbus kids spent on reading and writing. They worked on projects in school and then they continued their research at home, connected to libraries and information databases across the country.

Third, we will make a major push this Summer on reading in an attempt to reach 1 million children and 300,000 mentors. Our "Read*Write*Now" Summer challenge will be our main "message" platform this Summer. The reading challenge provides the President with a new opportunity to keep his education message up and positive during a three month period when education as an issue traditionally has a much lower profile.

Fourth, the message will be well received. In the last two weeks Secretary Riley has given major speeches to both the National Schools Board Association and the National Association of Elementary Principals on improving literacy and the message has been received a strong positive response.

In addition, we are currently getting requests at the rate of 3,000 to 3,500 a week for our reading kits in response to last Summer's reading initiative. The demand has been steady and growing in the last few months.

DRAFT

DRAFT

EDUCATION CHALLENGES

1. RISING REVOLUTION OF HIGH EXPECTATIONS AND STANDARDS

- **Continue efforts to Promote Grassroots Standards Nationwide:** Strengthen the GOALS 2000 that allows 12,000 schools to ensure that they are meeting state-designed standards and linking curriculum to assessment and standards.
- **Tests for Promotion from Elementary School to Middle Schools and Middle Schools to High Schools:** End the entitlement that students can pass by just showing up. Schools should ensure that students pass from grade to grade because they have learned what they are supposed to. While a handful of states have started to pioneer the idea of testing before graduation, the President is asking each state to have specific state tests that every student must meet before they pass from elementary school and middle school and high school.
- **No Pass/No Play": Students Cannot Represent Your School Outside the Classroom if They Are Not Making the Grade Inside the Classroom:** States and localities should enforce provisions that do not allow their students to represent their schools in sports contest and other inter-school competitions unless they are passing their courses. This will encourage young people from a young age to understand that their is no glory outside the classroom unless their is success within the classroom.

2. NEW ERA OF ACCOUNTABILITY, COMPETITION AND CHOICE:

- **Encourage States to give parents the best choice for High Quality, Innovative Schools that Work and Close Down those that fail:**
- **Charter Schools:** Plan for 3000 Charter Schools and Encourage States to Match that amount on their own, so we are adding a total of 6,000 Charter Schools.
- **Close Down Schools that Fail and Let Someone Else Takeover:** Encourage States to simply close down schools that fail or turn them over to new management through charter schools. Charter Schools will allow innovative and committed parents and teachers and community members to take over failing schools and do things right.

3. HONORING TEACHERS BY MORE ACCOUNTABILITY AND REWARDS: Make Teachers Valued Profession, by firing bad teachers and doing more to reward and hire good teachers.

- **High Standards but Flexibility For Bringing in Talented People for Teaching:** Support alternative certification procedures to bring talented people into teaching as long as high standards are met. Support efforts like Teach for America.
- **Reward Excellent Teachers and Find Ways to Dismiss Incompetent Teachers:** Take away unnecessary hurdles to firing incompetent or ineffective teachers, while providing higher salaries for great teachers so the best teachers stay in the classroom instead of getting promoted into the bureaucracy so they can make a better living.

4. MAKE SCHOOLS SAFE, DISCIPLINED AND DRUG FREE:

- **Permit Uniforms and Drug Testing:** Support School uniforms for schools in where it can help increase discipline and reduce the influence of gangs.
- **Shield Liability for Appropriate Disciplinary Actions:** Follow the lead of Governor Glendening in shielding teachers and schools from liability for appropriate disciplinary actions against disruptive students
- **Community Schools as Safe Havens:** Support federal funding for the portion of the Anti-violence Trust funds that encourages community schools that stay open for longer hours -- at the time when students need a safe haven and when most juvenile crime is committed.
- **Pass and enforce tough truancy laws,** following model of Charleston Police Chief Reubin Greenberg.

5. ACCEPT TECHNOLOGY LITERACY CHALLENGE FOR ALL YOUR STUDENTS:

- **Access for All Schools and All Students:** Ensure that students do not become divided by access to technology, by accepting the challenge of ensuring that all students and schools can meet the technology literacy challenge. This means accomplishing all four pillars to the technologically literate
- **Ensure Teachers Can Teach Their Students to Become Technologically Literate:** Work with teacher unions and corporate America to ensure that every new teacher can use and teach technology. Set up summer training centers for teachers if necessary to ensure that current teachers are trained in technology.

PERSONAL RESPONSIBILITY?

Draft 3/23/96 7:20 pm

**REMARKS BY PRESIDENT WILLIAM JEFFERSON CLINTON
NATIONAL GOVERNORS ASSOCIATION -- EDUCATION SUMMIT
PALISADES, NY
MARCH 27, 1996**

Acknowledgements: Governor Thompson; Louis Gerstner, CEO of IBM; governors and distinguished guests...

First of all, I want to applaud this bipartisan gathering of governors and business leaders for your attention to the pressing issue of preparing America's young people to meet the challenges of the 21st century. Nothing is more critical to the progress of our country than the education of our children. Your presence here underscores the fact that we all have a stake in improving the quality and performance of our schools -- and we all have a role to play.

Eight years ago, President Bush convened the last Governors' summit on elementary and secondary education in Charlottesville, Virginia. I was privileged at that time, as Governor of Arkansas, to serve as co-chair of the NGA's Education Task Force. At that meeting we agreed that education is a national priority that requires a partnership between Washington and the states. And we put forth an aggressive agenda calling for greater state flexibility and accountability in the pursuit of national goals established by each state.

I want to commend the many business leaders from across the country who are here. Your presence here sends a clear message: Education is everybody's business: parents, teachers, students, states, communities, and corporations. So, I am pleased that so many CEOs are here, and I challenge more corporations to take responsibility and get involved in the schools in your community. We will all be better for it.

As your President, I have worked hard to make good on the promise of that 1989 summit. We have taken a number of important bipartisan steps forward. From Goals 2000 to the overhaul of programs in the Elementary and Secondary Education Act to efforts like School-to-Work. We have cut regulations by more than half at the Department of Education, and revised the rest to encourage flexibility and emphasize results.

I know that many of you have important reforms at the state level. Right here in New York, Governor Pataki is proposing to give new authority to teachers to remove disruptive students from the classroom. Governor Dean is making his state's computer network available to almost every child in Vermont. ~~[These are just two examples of innovations many of you are attempting]~~

But, we are all here because we know we have more to do. Many of our schools are great, but some are failing. Many of our teachers are great, but some are burnt out. Many of our communities are seizing the opportunities of new educational technologies, but too many have not. And most important, many of our students are doing better but too many students are not being challenged, inspired and held to the high standards that learning is all

FIND
BETTER
REPUBLICAN
EXAMPLE



JOIN THE FAMILY INVOLVEMENT PARTNERSHIP FOR LEARNING

EMPLOYERS FOR LEARNING PROMISE

A strong and vigorous economy, for our employers and our nation, depends upon an educated, skilled, and competent citizenry. Today's students are tomorrow's citizens, and are our long-term investments for the future.

Employers play an important role in the school-improvement efforts on local, state, and national levels. We can now multiply the effectiveness of such efforts by enlisting our current employees as partners in the campaign to support and better the American educational system. Any company, regardless of its size, can take steps to support parents in its workforce and to support local education.

Over 30 years of research findings show that greater family and adult involvement in children's learning is a critical link to achieving a high quality education. Small investments that enable employee participation in students' academic success, and in our education system, lead to a win/win for everyone:

- **EMPLOYERS WIN** by helping prepare a highly-skilled and globally-competitive workforce.
- **EMPLOYEES WIN** by making positive differences in children's education and in their local schools.
- **SCHOOLS WIN** from increased parental and community involvement.
- **STUDENTS WIN** from better education.

We recognize there are many ways to get started:

- Contact a local school to discuss opportunities for cooperation.
- Explore with employees ways in which they can help children learn.
- Explore with employees ways in which they can help local schools better educate their students.
- Explore policies and practices to encourage and enable employee involvement in schools and learning.
- Participate in a national activity of the Family Involvement Partnership for Learning, a coalition of families, schools, communities, religious groups and employers.

We commit to:

- Identify a contact person, authorized to explore and develop options for company involvement in our family-school-work-community initiatives.
- Take action to implement or strengthen programs.
- Share best practices after evaluating programs annually.
- Build partnerships in our community to promote and coordinate efforts to increase family involvement in children's learning.

Statement of Commitment

We are signing on as a member of the Family Involvement Partnership for Learning and we commit to the Employers for Learning Promise. We agree to a common goal of increasing family and employee involvement in children's learning. (Please type or print the following information.)

President/CEO : _____ Signature: _____

Company/Organization: _____ Date: _____

Contact Person: _____ Title: _____

Address: _____

City : _____ State: _____ Zip: _____

Phone: _____ Fax: _____ E-mail: _____

Send to: Family Involvement Partnership for Learning, 600 Independence Avenue, SW, Washington, DC 20202-8173
or fax to 202-401-3036 to receive your Employers for Learning Promise certificate.

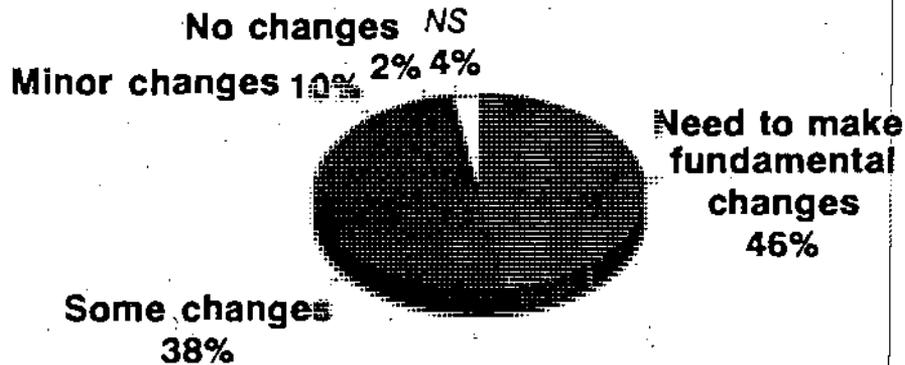
EMPLOYER PROMISES AS OF 1/16/96

*American College Testing	Iowa City, IA
Arnel Management	Costa Mesa, CA
Aspen Systems Corporation	Rockville, MD
Diamond Sign Company	Costa Mesa, CA
*GTE	Stamford, CT
Gardner's Supply Company	Burlington, VT
*Hemmings Motor News	Bennington, VT
*Hewlett-Packard	Palo Alto, CA
Home Box Office (HBO)	New York, NY
Hospital of Saint Raphael	New Haven, CT
*John Hancock	Boston, MA
Johnson & Johnson	New Brunswick, NJ
MacLean Fogg Company	Mundelien, IL
Marketing Partners, Inc.	Burlington, VT
*Marriott International	Bethesda, MD
*Mattel Toys	El Segundo, CA
Merritt & Merritt	Burlington, VT
National Center for Health Education	New York, NY
P-K Tool & Manufacturing, Inc.	Chicago, IL
Paragon Furniture, Inc.	Ft. Worth, TX
Parent Resource Publishing, Inc.	San Francisco, CA
*Pizza Hut	Dallas, TX
Ridgeview, Inc.	Newton, NC
*School Speciality	Appleton, WI
Spruce Mountain Design	Montpelier, VT
TBSC Learning Systems, Inc.	Grand Rapids, MI
Tom's of Maine	Kennebunk, ME
Turner Broadcasting, Inc.	Atlanta, GA
*United Airlines	Elk Grove, IL
United Services Automobile Association	San Antonio, TX
*U.S. Army	Washington, DC
Wells Fargo & Co.	San Francisco, CA
Walt Disney Attractions	Burbank, CA

* - Steering Committee Members

state's public schools as not so good or poor call for fundamental changes. Those most in favor of an overhaul include residents of the Atlanta metropolitan area, people in their 30s, upper-status white collar workers, and blacks with children currently in school.

Do We Need To Make Changes
In Georgia Public Education?

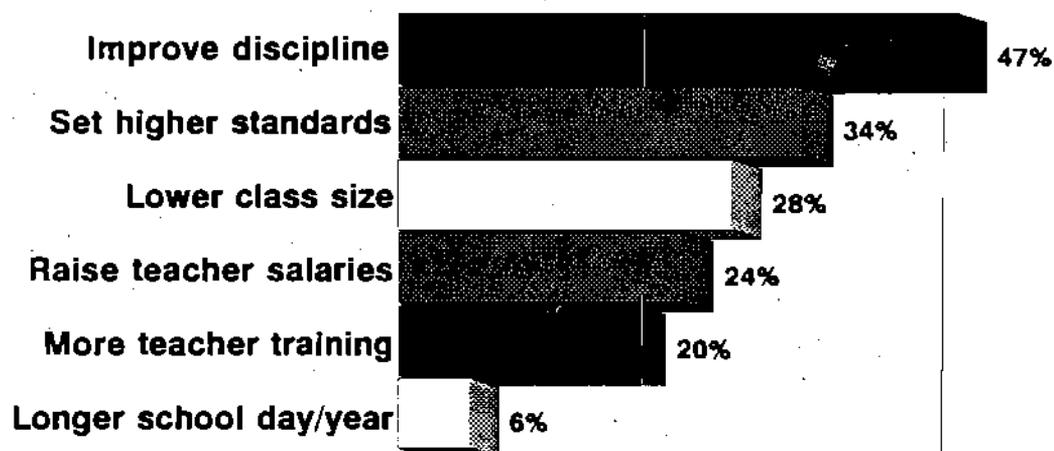


Q.5

What bothers people most about the public schools in Georgia is the unacceptable environment for learning, especially a lack of discipline and the danger of crime, violence, and drugs in the schools. Not only are these among the most frequently volunteered criticisms of the schools, but as the subsequent graph shows, better student discipline comes at the top of the public's agenda for education reform. While better discipline tops the list for nearly every subgroup in

the analysis, including parents of public school students, those groups most likely to rate discipline as one of the two most important ways to improve the quality of public school education in Georgia--rural residents, public school parents, lower-status white collar workers, Georgians age 50 and over, and Republicans--are not among those most critical of the schools.

Best Ways To Improve The Quality Of Education
In Georgia's Public Schools



Q.6

•	Keyed Constituents
	Greater parental involvement
	Greater choice
	The diagnostic use of standardized testing
	Professional development opportunities for teachers
	Accountability -- the students, teachers, administrators, and parents
•	Student Support
	Increased funding for public education
	State intervention in low performance districts
•	Controversy
	Sharing the balance of authority between the State Board of Education and the State Superintendent of Education
•	Medium Status
	School choice through vouchers
	Results management
	A longer school day and school year

We return to the central point with which we began this report--that this research project ought not be considered the last word on education reform in Georgia. Instead of being used to set education policy, this research should



TIPS ON MEETING AMERICAN EDUCATION'S CHALLENGES

Overview

In his third annual State of American Education address, U.S. Secretary of Education Richard W. Riley poses this challenge to all Americans: "If we are to make the most of our opportunities in this new education era, we must get into high gear and 'fast forward' what we are doing."

Such "fast forwarding" requires that all Americans join together in the effort to educate our children. It means that we must ensure that Americans are a literate and reading people. It means building partnerships for education and forgetting partisanship. It means keeping our playgrounds safe and healthy, and not maintaining playgrounds for turf wars and politics as usual.

Education cannot be about politics. It must be about helping our children and young people learn to higher standards and teaching them basic American values. Education is about giving every child a fair shake and discovering in all children their special skills and talents -- uncorking that world-renowned "American Ingenuity" that has characterized our country.

Secretary Riley aptly notes, "America does not have to fear the future if we are willing to educate our young people to master the information economy."

Today we have major challenges confronting American education. In the following pages, tips are provided for what we can do together to meet these challenges. These tip sheets will continue to be works in progress, and we look forward to your comments and ideas.

Joining forces for education, we must seek common solutions to common problems.

Challenges Facing American Education

- A. Becoming a Reading, Literate Society
- B. Supporting the American Family in Children's Learning: The Bedrock of Quality Education
- C. Making Our Schools Safe and Disciplined: A Precondition for Learning
- D. Achieving High Standards and Real Accountability: Reaching for New Levels of Excellence
- E. Helping Our Students Become Technologically Literate: A Basic Skill for the 21st Century
- F. Preparing Young People for Careers: A Strong Transition from School to Work
- G. Making College More Accessible: Keeping the Promise of the American Dream
- H. Expanding Public School Choice: Strengthening Public Education as a Foundation of Our American Way of Life

**REVISED DRAFT AGENDA FOR THE EDUCATION SUMMIT
MARCH 26-27, 1996
PROPOSED FORMAT FOR DISCUSSION ONLY**

TIME	EVENT DESCRIPTION	PARTICIPANTS
<i>Day One</i>	<i>March 26, 1996</i>	<i>Day One</i>
10:00 a.m.	Final Meeting of the Planning Committee: <ul style="list-style-type: none"> • Review Agenda • Roles and Responsibilities • Policy Statement/Outcomes 	Planning Committee: Members and staff, NGA staff and ECS staff
12:00 noon	Opening Press Conference: <ul style="list-style-type: none"> • Remarks by Gov. Thompson, Mr. Gerstner, Jr. Gov. Miller and Gov. Pataki 	Gov. Thompson, Mr. Gerstner, Jr. Gov. Miller, Members of the Planning Committee, and Gov. Pataki
1:00 p.m.	Opening Plenary Session: <ul style="list-style-type: none"> • Opening remarks/review of purpose of meeting, agenda • Background on standards, assessments and technology by Gov. Thompson and Mr. Gerstner, Jr. • Host State Welcome from Gov. Pataki 	Governors accompanied by one staff, (except for Gove on the Planning Committee) Business leaders 30 Resource participants (no staff and no alternates)
2:30 p.m.	Break Out Sessions: <ul style="list-style-type: none"> • Gove and business leaders will be clustered into six groups to discuss strategies and barriers to developing and implementing standards, new assessments and new technologies. • Each group will be facilitated by a Gov. and business leader who will summarize discussion for the group. 	All participants
5:00 p.m.	Break	All Participants
6:00 p.m.	Reception: <ul style="list-style-type: none"> • Interactive Technology Demonstrations by teachers, parents and students 	All Participants
7:00 p.m.	Dinner: Speaker President Bill Clinton (invited)	Governors (w/no staff) Business Leaders 30 Resource Participants
<i>Day Two</i>	<i>March 27, 1996</i>	<i>Day Two</i>
7:30 a.m.	Continental Breakfast Breakfast Meeting for Working Group Members	All Participants Working Group Members w/staff
8:15 a.m.	Plenary Session <ul style="list-style-type: none"> • Technology: A Tool to Reach High Standards 	All Participants
9:00 a.m.	Break	All Participants
9:15 a.m.	Concurrent Technology Demonstrations	All Participants
12:15 noon	Working Luncheon <ul style="list-style-type: none"> • Gov/Business leader teams would review and discuss proposed policy statement 	All Participants
1:15 p.m.	Closing Plenary Session <ul style="list-style-type: none"> • Policy Statement 	All Gove and CEOs
3:15 p.m.	Closing Press Conference	Gov. Thompson, Mr. Gerstner, Jr., Gov. Miller, members of the Planning Committee, and Gov. Pataki
4:00 p.m.	Satellite Uplink/Downlink	Selected Members of the Planning Committee

Resource People for the 1996 National Education Summit

Michael Brandt, Superintendent of Schools, Cincinnati, Ohio
Gary Bauer, Family Resource Center
Barbara Christmas, Professional Association of Georgia Educators
Chris Cross, Council for Basic Education
Lisa Graham, AZ
Denis Doyle, Doyle and Associates
Checker Finn, Hudson Institute
Howard Fuller, Marquette University
Keith Geiger, National Education Association
Lisa Graham, Superintendent of Public Instruction, AZ
Karl Hertz, Superintendent Mequon-Thiensille School District, WI
David Hornbeck, Superintendent, Philadelphia Public Schools
Pamela Johnson, Iowa Public Schools
Charlene Johnson, Parent Advocate, Southfield MI
Tom Kean, President, Drew University
David Kearns, Xerox Corp.
Jim Kelly, NBPTS
Shirley Malcolm, AAAS
Hank Marockie, State Superintendent of Schools, WVA
Rick Mills, Commissioner, NY
Hugh Price, Urban League
Diane Ravitch, New York University
Lauren Resnick, University of Pittsburg
Waldemar Rojas, Superintendent, San Francisco Unified
Bob Schwartz, The Pew Charitable Trusts
Al Shanker, American Federation of Teachers
Lewis Solmon, Milken Foundation
Sandra Welch, Public Broadcasting Service
Luther Williams, NSF

A rural superintendent is in the process of being identified

Legislators:

Robert Connor, MD
Ron Cowell, PA
David Prossner, WI
Stanley Russ, AK

EXECUTIVE OFFICE OF THE PRESIDENT

25-Mar-1996 09:21am

TO: Bruce N. Reed

FROM: Barry White
Office of Mgmt and Budget, HRD

CC: Kenneth S. Apfel
CC: Lisa B. Fairhall
CC: Deborah F. Kramer
CC: Mary I. Cassell

SUBJECT: Education speech

A few thoughts:

I understand leaving to Riley the walk through of accomplishments, but attention to the President will be presumably be some what greater than attention to the Secretary. He should take credit, in a short summary manner, for what he (and the Democratic Congress) did in his first two years legislatively. It is a hell of a story that few really know.

The Hunt group is not a certification group in the way that term is usually used. Certification refers generally to the upfront credentialing of a teacher. Ensuring that teachers meet meaningful standards of knowledge and competence before getting into the classroom is far more powerful issue than the National Board's movement toward recognizing "master" teachers; they are related but different. The speech could use the national board reference as the evidence that there is a legitimate method or science to defining the very best teachers and then challenge each Governor to make comparable rigor and relevance the basis for reform of each State's certification requirements.

The \$200,000 figure is catchy, but the message is not using that money for rewards "instead" of removal, but being willing to give as much effort and resources to rewards as to removal. Rewards without removal would be very bad policy.

One last time on costs of administration vs. teaching: PLEASE get Education to provide a meaningful fact or two that can make this section bullet-proof. Damning all administration could well leave the President open to follow up attack for the manner in which the Individuals with Disabilities Education Act and the Civil Rights laws are legislatively designed and enforced. Actually, some believe there is ample room for criticism there, but we should not lead with his chin on this one.

On shutting down schools that fail, I like very much the inclusion in the message of the redesign component; shutting a school is the atom bomb solution that should only come into play if all else fails. Interestingly, the House in the current appropriation fight is trying to amend the authorizing act to prevent States from using any of the Title I money (they can now use up to 1/2 of one percent) to improve poor performing schools. The House is surely responding to complaints by LEAs and principals organizations to "protect" them from the State.

The first safety/discipline item is well worded, putting the disabled in context and using the "don't give up on them" notion.

On Higher Education, the real money and the Presidential policies with greatest financial impact aren't mentioned: making student loans more efficient; making loan repayment more flexible to broaden occupational choice and prevent default; raising the Pell maximum award.

On school to work, this would be a good place to highlight the \$250 million DOL initiative for getting disadvantaged youth in poor neighborhoods into school and good jobs. I would also pick up the jobs portion of the EZ/EC initiative here.

I like the message in the final paragraph a lot.

Standards for Schools

The third challenge we have to face together is to hold our schools accountable for results. If we are going to expect more from students and teachers, we've got to expect more from schools as well. So, today I challenge states to break down bureaucratic obstacles to reform, give parents more choices, and shut down schools that don't work.

Too many school districts still spend too much on administrators and too little in the classroom. It is an outrage that in New York City, an estimated 70 cents on the dollar goes to overhead instead of teachers, classrooms and books. We need to reinvent education the way American businesses retooled to compete in the global economy, and the way we are reinventing our government. That means cutting red tape, streamlining bureaucracy, giving people on the front lines the flexibility to make decisions, and holding them accountable for results.

So, I challenge communities and businesses to work together to help school districts reduce overhead, so they can spend more on real education. And I challenge states to do what we've done in Washington -- we've cut regulations for elementary and secondary education by more than 50 percent. My philosophy today is the same as when I was the governor of Arkansas: we should spend more on education, but every new dollar should go to teachers, teacher training, students, and the classroom -- not a penny more for needless administration.

Where schools aren't working, we should try something new. Let me repeat the challenge I issued in my State of the Union: Every state should give parents the right to choose which public school their children will attend. And every state should let educators and parents form new schools with a charter they can keep only if they do a good job. Today, 20 states allow charter schools, and over 250 charter schools have opened their doors -- with another 100 to open by next year. These schools are freed up from regulation and top-down bureaucracy so they can focus on the single goal of meeting high standards. The charter school movement is expanding choice, innovation, and competition -- all within the public schools. Secretary Riley has already given grants to 10 states to start charter schools. The balanced budget I submitted to Congress last week calls for \$40 million in seed money to help states start 3000 new charter schools in the next five years.

Real school standards means not only empowering schools that excel; it also means putting out of business schools that fail to serve their students. So, I challenge every governor to take direct, concrete action to redesign or shut down failing schools. [San Diego school you visited which was shut down and relaunched as a charter school].

Safety, Discipline and Values

Our fourth challenge is to keep our schools safe and hold our young people to

higher standard of conduct. Tough standards won't make a bit of difference if the standard of conduct in our schools is poor. We have seen too many headlines like the one I read last week about a teacher in Washington, DC who was mugged in a hallway by a gang of intruders who were doing drugs and who didn't belong on school grounds. His body was bruised but thank God, his faith was unshaken, and he's back on the job. But he and his students need our help. We cannot not stand idly by and let lawlessness and violence take over our schools and threaten our children.

That is why I have worked so hard at the national level to keep our schools safe. We are keeping guns out of our schools with the help of the Gun Free Schools Act. We are educating our children about the dangers of drugs with the help of the Safe and Drug Free Schools initiative. We are tackling student drug use through our support of random drug testing of student athletes. We are teaching our children the values of hard work, discipline, study and respect through the introduction of character education. And we are supporting the use of school uniforms for local school districts who want to make them a part of their overall efforts to promote safety and discipline. These national efforts are beginning to make a difference.

But states must do their part. So, I challenge states and communities to keep schools open between the hours of 3 and 6, when most crimes occur, so kids whose parents work will have a safe place to go. My balanced budget includes \$14 million for community schools, youth and after school programs.

I challenge states and localities to take the truancy laws seriously and make sure they are enforced. Ruebin Greenberg, the police chief from Charleston, South Carolina has done that and crime has gone down significantly. And I challenge more states to do what you are doing here in New York, where Governor Pataki and the teachers' unions are working together on legislation that would give teachers the power to remove disruptive students from their classrooms for up to 10 days. Children can't learn and teachers can't teach unless there is order and respect for authority in the classroom.

Technology

The fifth and final challenge I want to talk with you about today is the need to prepare our schools and our children for the challenges of the age of technology. Our presence in this very place [at IBM] is a testament to the growing understanding of the connection between technological literacy and success. The microchip and the global marketplace are opening up vast new opportunities. We must not send our children into a 21st century unprepared for the world they will inhabit and the jobs they will have to fill. Yet today, one of the few places a child can go without encountering a computer is . . . a classroom. That's why I have issued a Technology Literacy Challenge to bring the information and technology revolution into every classroom in America by the year 2000.

A few weeks ago, the Vice President and I participated in a remarkable event in California called Net Day. It was an electronic barn-raising. Entire communities --

businesses, students, scientists, engineers, parents, teachers, government leaders -- coming together to install 6 million feet of computer cables to connect one fifth of that state's schools to the Internet. In four years, every school in the state will be connected.

So, I challenge the businesses here today to work with communities to answer my Technology Literacy Challenge: wire every school not just in California, but across America. Make sure every school has both the hardware and the connections. I challenge teacher's unions to join us in ensuring that teachers get the necessary skills. And I challenge the creative genius of the software industry to give us give us exciting educational software so that the most popular video game in America is learning -- not Mortal Kombat.

The 21st century is ours for the taking -- if we are bold enough and strong enough and confident enough to go forward together. We must make the best of the new technology to educate our children, improve our businesses, and make our future brighter and more prosperous.

Personal Responsibility

Finally, let me say that all the education summits and all the speeches in the world won't matter if all of us don't join together in a national mission to improve our schools and

educate our young people. We must restore the basic ethic that all children can learn and every parent has a responsibility to help them. As I have said, the era of big government is over; the era of taking personal responsibility to meet our challenges has begun.

So to parents all across this country I say, don't wait for the V-chip -- turn the TV off right now. Pick up the child's report card. Exchange your home phone numbers with your child's teacher. Tell the teacher that you want regular reports on how your child is measuring up to tough standards -- and let them know you want your child to stay after school, go to summer school, or do whatever it takes to meet those standards. **The most powerful force in nature is parents who care about their kids.**

All of us have a responsibility to help those parents be good parents. So, I challenge all the business leaders here and across the country to give parents time off to visit their children's schools. Every workplace should treat a parent's appointment with a teacher as if it were an important appointment with a doctor.

Our public schools remain the backbone of the educational system in this country, and are our most important common bond -- the place where people of different classes, backgrounds, and races learn vital lessons about the world and about themselves. Our schools have always been the gateway to opportunity and the American dream. Today's fight for higher student and teacher standards will determine the economic future of our students. The battle for efficiency and accountability will determine if our schools have

enough funds during these times of shrinking budgets. Technology literacy will determine if our economy can stay ahead of our competitors around the world. The values we teach our students will set the moral tone of our society in coming decades. Our schools will shape the lives of the next generation and the kind of America we will have in the next century.

We need a candid debate about what is right and what is wrong with our schools. All of us, without regard to party, must face up to two basic realities: first, that some of our public schools are failing. And, second that we cannot walk away. We can do something about this. When business, government, parents, teachers and students work together we can revitalize our schools.

I have seen this in a recent visit to Union City, New Jersey, a few miles from here. The Christopher Columbus Middle School in Union City was on the verge of state takeover. But, the community refused to give in. They accomplished an amazing revival. In a partnership with Bell Atlantic, the schools, parents, teachers and students, they put computers in every seventh grade class and in the homes of every seventh grade student. This has opened up a whole new world of learning. Homework is now being done in a brand new way. Parents are now able to talk to teachers by e-mail; and learning has become the most exciting game in town. Test scores, attendance and graduation rates have all shot up -- and this poor district is now above the average in that affluent state.

We can give every child in America the opportunity that Union City is giving its

students. We can do this -- if we do it together.

Thank you.

DRAFT

March 19, 1996

MEMORANDUM FOR THE PRESIDENT

FROM: Bruce Reed
Gene "Tough Love" Sperling

SUBJECT: Ideas for Speech to NGA Education Summit

Your speech next week to the NGA Education Summit will be your best opportunity since the State of the Union to put forward an ambitious agenda for a second term. This memorandum recommends a few new proposals for you to consider.

I. Update on the Summit

The summit will include most of the 50 governors, Lou Gerstner and half a dozen other CEOs, and 30 education experts. The group is planning to embrace a set of general principles that focus on two themes: standards and technology. The draft statement is consistent with Goals 2000 and your overall philosophy, although it goes out of its way not to mention the role of the federal government. We have attached a draft of the NGA statement, as well as some recent articles on the subject of public schools, Secretary Riley's State of Education speech, and an Education Dept. summary of what governors around the country said about education in their State of the State addresses this year.

You can use this platform to reflect on what has been achieved since Charlottesville (by states and by this administration), to give a frank assessment of what's right with America's public schools and what's wrong, and to challenge teachers, administrators, parents, and students on what we should do about it.

We have been working with Secretary Riley, Mike Cohen, Mike Smith, Al Shanker, and others on specific proposals that highlight your accomplishments in this term and signal that education will be one of your highest priorities in the years to come. Because the major focus of the summit is standards, this is a good chance to talk not just about policy but about values. The proposals below -- high standards for students and teachers, accountability for schools, discipline and safety, rewards for performance -- stress a familiar theme that public schools need an infusion of new opportunities and old values. The tougher and more demanding the speech, the more likely it will break through.

II. New Proposals

Thompson and others have marketed this summit as an effort to focus the nation's attention back on education. We are working with Democratic governors and Secretary Riley to make sure that your record is part of the story. Riley will tout the Administration's accomplishments in his speech to the summit so you don't have to. You can reflect briefly on what the Administration and many states have done to make good on the promise of Charlottesville agreement, but this is not the place to dwell on Goals 2000, because almost no one inside the room will go to bat for it and almost no one outside the room understands it. You should focus on the challenges ahead.

A. Standards

The summit agreement will call on the states to set clear academic standards in specific subjects, with accurate assessments of how well schools and students are doing. The governors believe standards and testing are a state responsibility, but welcome "a national clearinghouse of best practices and resources." Riley and others at the Education Dept. fully agree with this approach. The voluntary national standards developed so far have been at best a mixed bag, and Riley believes it is far more important for us to insist that states have rigorous standards but let them figure out how to set them.

You should praise the summit's call for standards, and what many governors are doing to move in that direction. But you can also challenge them to move further and faster. Specifically, you can challenge every state to establish high standards in basic subjects and require students to achieve those standards before they can graduate. States should compare academic standards and compete with one another in a race to the top. Riley considers it particularly important to emphasize basic skills like reading. Every child should be able to read independently by the third grade.

But the best way to trump the governors on standards is to talk in concrete terms that parents will understand about how standards should be enforced. Here are two possible approaches:

1. No more social promotions. As you have often said, every child can learn -- but we need to teach them, believe in them, and challenge them to do so. Too many students in too many schools are passed from grade to grade without ever really getting taught or challenged. Schools that routinely promote students who are failing are doing those children a terrible injustice. We need to end the entitlement mentality that is cursing too many children with low expectations. We should not promote students from grade school to middle school or middle school to high school unless they can pass a test that proves they're ready. If a student isn't ready to move onto the next level, we should tell their parents, work with them after school and over the summer -- and if necessary, hold them back until they're ready. That is what you did in Arkansas by requiring every 8th grader to pass a test before they could move on to 9th grade. Nobody should just get by without a real education.

2. No pass, no play. This idea is more controversial. Ross Perot and Mark White tried it in Texas, but it was abandoned after a few years under pressure from coaches and some parents. It is hard to argue with the basic principle, especially if it is broadened to include all extracurricular activities, not just athletics. Students should not be able to represent their school outside the classroom unless they're making the grade inside the classroom. Education must come first.

B. Accountability, not Bureaucracy

If we're going to expect more from students, we've got to expect more from schools as well. Three basic measures are crucial to hold schools accountable for results: 1) Break down the bureaucratic obstacles to reform; 2) Give parents more choices; and 3) Shut down schools that don't work.

1. Spend more on students, less on administration. Public education is the one major public institution in America that has not yet been reinvented. Too many school districts still spend too much on administrators and too little on the classroom. We need to reinvent education the way we are reinventing government and the way the best American businesses retooled to compete in the global economy. That means putting more power and responsibility in the hands of front-line workers, and moving it away from bureaucrats in the capitol or downtown. It is an outrage that in New York City, an estimated 70 cents on the dollar goes to overhead instead of teachers, classrooms, and books. (Chamber study?) In particular, we should:

Challenge communities and businesses to work together to help school districts reduce overhead so they can spend less on administration and more on real education. States should live by the principle you set forth when you increased the sales tax in Arkansas: We should spend more on education, but every new dollar should go to teachers, students, and the classroom, and not a penny more for administration.

Challenge states to join us in expanding flexibility and reducing regulation. We've cut regulations for elementary and secondary education by 2/3 over the past three years. We should challenge states to do the same.

2. Expand choice. The real debate is not over vouchers; it's over how to save the public schools that 9 out of 10 children attend. You can repeat your challenge from the State of the Union that every state should pass strong charter school and public school choice laws. You can announce the details of your charter school plan in this year's budget, which would help start 3,000 charter schools over the next five years. You can also call for report cards for every school, so that parents have the information they need to choose the best public school for their child and can hold schools accountable for high standards.

3. Shut down schools that fail. Standards and assessments make it possible to have accountability with real teeth. We should challenge every governor to take direct, concrete action to redesign or shut down failing schools. We reformed Title I to ensure that schools no longer get money for failing. We need more schools like the one you visited in San Diego, which had been shut down and relaunched as a charter school.

C. Teachers

Earlier this month, Secretary Riley gave a tough speech to the Illinois Education Association in which he said two things: 1) Let's stop the teacher-bashing; and 2) Teachers and their professional organizations "should be the leaders of reform, not the objects." The speech was quite well-received, not just by the press but by the teachers themselves. Teachers don't mind being challenged, too, so long as they're given the tools to succeed and rewarded when they do. This is an important message for you to send, because you have been saying it for 15 years, even when the heat was on in Arkansas. Here are four ideas Riley has been discussing with Shanker and others:

1. Reward teachers for their skills and knowledge, not just seniority. You can praise what Gov. Hunt has done with the National Board of Teacher Certification. You should challenge states and communities to set high teaching standards and reward teachers and schools for their success.

2. Make it easier to get bad teachers out of the profession, fairly and inexpensively. According to ____, it costs \$200,000 in New York state to fire a bad teacher. We should be spending that money to reward good teachers instead. You can challenge states and districts to work together to change laws and policies so that bad teachers can be asked to move on. Shanker has told us privately that he believes teachers unions should take the lead in this effort, rather than resist it. You should take him up on it, and repeat Riley's challenge that teachers and their professional organizations be the leaders of reform, not the objects of reform.

3. Challenge young people to go into teaching, and make it easier for them to do so. You can praise Teach for America for attracting young people to the profession. You may also want to call for removing some of the certification barriers that keep many young teachers from teaching in the public schools.

D. Safety, Discipline, and Values

These concerns are at the top of most parents' list, and you have a strong record to build upon: school uniforms, the youth handgun ban, drug testing for school athletes, character education, religious freedom, crime prevention programs. Two new challenges would reiterate that commitment to values in the schools:

1. Give teachers and principals more freedom to maintain order in the classroom, suspend and expel the bad apples, and restore respect for authority. Many schools are wary of disciplining disruptive students for fear of being sued by parents. You could challenge other states to look at what Gov. Glendening has proposed in Maryland, to shield schools from liability in disciplinary cases. You might also challenge local police to enforce truancy laws, as Chief Reubin Greenberg has done with great success in Charleston, South Carolina. Discipline raises some thorny questions -- how should schools handle disabled students who won't behave, what do you do with the troublemakers you expel, etc. -- but getting bad apples out of the classroom is one of the most urgent concerns for parents and teachers.

2. Challenge communities to keep schools open late. Most juvenile crime is committed between the hours of 3 p.m. and 6 p.m. If we can't agree about midnight basketball, we at least should be able to agree as a country that young people whose parents work need a place to go after school. Your budget includes \$xx million for after-school programs -- but it is equally important to challenge communities, schools, unions, business, and parents to find ways to keep the schools open late.

E. Education Technology

At Gerstner's insistence, the summit will call for broader use of new technologies to improve student performance. This is an opportunity to repeat the challenges you spelled out in the State of the Union and on Net Day:

1. Connect every school and library to the information highway. You can challenge every state to do what California has done, by bringing together business and citizens to wire the schools. You can also challenge states and telephone companies to make access affordable or even free. Every teacher should learn the skills to teach with technology.

2. Challenge the software industry to develop new educational software so the most exciting videogame in America can be learning, not Mortal Kombat. As more schools are linked to the Internet, educational software will become a potentially enormous new market. The challenge to software programmers is the same as to the TV networks: don't sacrifice real content in the name of entertainment -- children deserve both.

F. Personal Responsibility

The final challenge must be to call on parents, students, teachers, businesses, and communities to join in a national mission to expect more of ourselves and one another. All these reforms are about providing more opportunity and demanding more responsibility and accountability. But we could have a million summits and it wouldn't matter if we don't

restore the basic ethic that all children can learn and every parent must help them. The era of big government is over; the era of taking responsibility to meet our challenges has begun.

1. Challenge parents to be their children's first teacher. Don't wait for the V-chip -- turn off the TV right now. Help your kids with their homework, and if they don't have any, make sure they get some. Read to them 30 minutes a day, and during the summer. Tell your child's teacher and principal that you want to know on a regular basis whether your child is living up to tough standards, and let them know that you want your child to stay after school, go to summer school, or do whatever it takes to meet those standards. The most powerful force in nature is parents who care about their kids.

2. Challenge companies to help their workers be good parents. Every workplace should treat a parent's appointment with a teacher the same as if it were a life-or-death appointment with a doctor.

3. Challenge communities to come together to make public schools our most important public institution again.

Draft 3/25/96 1:30 pm

**PRESIDENT WILLIAM J. CLINTON
REMARKS TO NGA EDUCATION SUMMIT
PALISADES, NY
MARCH 27, 1996**

Acknowledgements: Governor Thompson; Louis Gerstner, CEO of IBM; governors and distinguished guests...

[joke to come]

First of all, I want to applaud this bipartisan gathering of governors and business leaders for your attention to the pressing issue of preparing America's young people to meet the challenges of the 21st century. Nothing is more critical to the progress of our country than the education of our children. Your presence here underscores the fact that we all have a stake in improving the quality and performance of our schools -- and we each have a role to play. The presence of so many business leaders here sends a clear message -- education is everybody's business: parents, teachers, students, states, communities, and corporations.

As I said in my State of the Union, this is an age of great possibility. I challenged our nation to give our children the educational opportunities they need for a new century. The people gathered in this room today are the ones who can get this done. As governors, you have the power to return to your states and make the changes our schools need. As business leaders, you have the power to support those efforts and to step in to do what government cannot do alone. As your President, I pledge to do everything in my power to focus the nation's attention on this urgent challenge. And I will do whatever it takes for as long as it takes to make America's schools the best in the world.

Since that historic meeting in Charlottesville seven years ago, we have made real bipartisan progress based on greater state flexibility and accountability. We have enacted Goals 2000. We have overhauled the programs in the Elementary and Secondary Education Act. We have worked with businesses and communities to make the School-to-Work program a reality. We have cut regulations by more than half at the Department of Education, and revised the rest to encourage flexibility and emphasize results. And I know that many of you have put in place important reforms at the state level.

We have made progress. But, we are all here because we know we have more to do. Many of our schools are very good, but some are failing. Many of our teachers are great, but some don't measure up. Many of our communities are seizing the opportunities of new educational technologies, but too many have not -- and too many cannot do it on their own. And most important, many of our students are doing better but too many students are not being challenged, inspired and held to high standards. When it comes to public education, we must throwaway complacency and replace it with a revolution of rising expectations.

Our mission, as we close out this century, must be to raise our sights and our standards. We must expect more of our young people and ask more of ourselves. Let's not forget: Education equals expectation. We do not make it any easier on our children when we do not demand higher standards for our students, our teachers, or our schools.

So today, I come to you as President to challenge every American to work to together

to wipe out what's wrong with our schools and multiply what's right, tear down the obstacles to excellence and open new ways to move forward. We must put in place high standards for students, teachers, schools, conduct and technology and make sure we meet them. America was built on challenges not promises and on this challenge, we must not fail.

Standards for Students

The first and most important challenge we have to face together is the need to hold our students to high standards.

I have personally visited children all across this country for the past three years, and for many years as governor. I have seen how eager they are to learn. I have seen what happens when you literally put the future at the fingertips of every child through interactive computer technology. I am convinced that every child can learn more -- but we need to teach them, believe in them and challenge them.

In fact, we have made some important progress since 1983 when Terrence Bell gave America a wake-up call with the release of **A Nation at Risk**. The number of young people taking the tough core courses has jumped from 13 percent in 1982 to 47 percent in 1992 -- and the national math and science scores are up one full grade since 1983. That's progress.

But too many of our children still are getting diplomas they can't read. For the past

*Speak to state legis.
Name names - character issue*

REVISED NGA OUTLINE

3.15.96

[Potential news in bold]

I want to fill America's schools with the enduring values of our past and the overwhelming opportunities of our future. That is our national mission. Together, let us challenge every young person in America: if you do your part, we'll do ours.

I. Introduction

-- Praise bipartisan and business involvement; support conference statement

II. The Road from Charlottesville

-- Reflections on that summit

-- What we have accomplished since then

-- What states have done (examples)

-- What Clinton Administration has done

III. The State of Public Education in America Today

-- Blunt assessment of what's right with America's public schools and what's wrong.

-- Why it matters: health of our economy and our society depends on fate of public schools

-- **the single biggest challenge we face as a nation is to save the public school**

-- analogy with Progressive Era -- universal public education helped America make the transition from farm to factory

-- The debate in Congress -- balancing the budget while protecting education

IV. What Are We Going to Do About It? (Our Challenges on Education)

A. Standards

1. Every child can learn. *Too many subjects go from grade to grade* We need to end the entitlement mentality that is cursing too many children with low expectations. **We shouldn't promote students from grade school to middle school to high school unless they can pass a test that proves they're ready.** *Summer school hold 'em back*

2. Praise summit's call for standards, and what some govs are doing, but urge them to go further. Challenge every state to establish ambitious standards to guide school reform efforts (curriculum design, teacher training, assessment, and feedback to parents), and to have real tests in place by year 2000 to measure achievement in basic subjects (cf. what BC did in Arkansas -- tests after 8th grade).

3. Emphasize the basics, like reading. Every child should be able to read

independently by 3rd grade.

4. **"No Pass, No Play"**: Students shouldn't be able to take part in school activities outside the classroom unless they're making the grade inside the classroom. Standards must come first.

B. Capable Teachers

1. Stop the teacher-bashing. Every one of us has been shaped by great teachers, and we should do more to reward and honor them.

2. We should hold teachers to high standards of excellence and reward them for their skills and knowledge -- but we should also make sure that those who cannot teach cannot remain in the profession. That means:

-- **Let's reward teachers for their skills and knowledge, not just seniority.**

Applaud Gov. Hunt & Nat. Board of Teacher Certification, which rewards teachers for the quality of their work in the classroom. Challenge states and communities to do the same. **Support standards of excellence for teachers, and rigorous evaluation and testing.**

-- **Get bad teachers and bad administrators out of the profession.** It costs \$200,000 in New York state to fire a bad teacher. I'd rather spend that money rewarding good teachers.

-- **Challenge teachers and their professional organizations to be the leaders of reform, not the objects of reform.**

- challenge young people to go into teaching & make it easier for them to do so

C. Safety/Discipline

-- Do whatever it takes to keep our schools safe: school uniforms, locker searches, drug testing for school athletes, cops in the schools.

-- Give teachers and principals more freedom to maintain order in the classroom, suspend and expel the bad apples, and restore respect for authority. *Zero tolerance for handguns*

-- Put values back in the schools: character education; religious institutions involved in tutoring.

Truancy

Community Schools -

stay open later

-- Challenge communities to keep schools open late, so young people have someplace to go.

D. Accountability, not Bureaucracy

1. We have to **break the bureaucracy that is sapping the energy out of too many schools.** We should reinvent education the way we are reinventing government and the way

the best American businesses retooled to compete in the global economy. That means putting more power and responsibility in the hands of front-line workers, and moving it away from bureaucrats in the capitol or downtown. It is an outrage that here in NYC, XX cents <ck> goes to overhead instead of teachers and classrooms and books. We should spend more on education, but we should spend less on administration. We should challenge communities and businesses to work together to help schools reduce overhead and shift money from administration to learning. Chamber of Commerce study on bureaucracy in schools.

-- We've cut our regulations by 2/3, expanded state flexibility, and we're working to cut further. Challenge states to do the same.

-- **Challenge states to take over and shut down failing schools.** If you have a bad school, don't ignore it or let it fester -- fix it. (e.g. school BC visited in San Diego that was shut down and restarted as a charter school)

2. Challenge every state to pass strong charter and public choice laws

-- **Announce plan to start 3,000 charter schools over next 5 years**

-- Report cards on every school, so that all parents can hold schools accountable for high standards, and have information they need to choose the best public school for their child.

-- I'm against vouchers. Some of you are for them. But let's face it -- wherever we stand on that issue, we have to join together and fix the public schools. 89% of our children are in public schools, and I'm not giving up on them.

E. Education Technology

-- Challenge CEOs and governors to join in linking every school to information highway by the year 2000.

-- **Challenge AT&T to provide the same free access to the Internet for all schools that it's offering to its customers.**

-- **No new teacher should be hired unless they have the skills to use new technology.**

-- **Mortal Kombat -- IBM challenge.**

F. Capable Teachers

-- Stop teacher-bashing. Every one of us has been shaped by great teachers.

-- Do more to attract good teachers, and make ability the premier qualification for joining the teaching profession

-- Give teachers tools they need to succeed -- a good curriculum to challenge their students, the ability to discipline students who get out of line, etc.

-- Hold teachers to high standards -- including testing -- and reward them for success, not just seniority. Good teachers shouldn't have to leave teaching to do well. Teachers who don't do a good job and don't respond to training should be asked to leave, and so should bad administrators. The interests of our children must come first.

G. Moral Challenge -- Parents and Students

-- All these reforms are about providing more opportunity and demanding more responsibility and accountability. Big government is over; era of taking responsibility to meet

Every new dollar
GO TO TEACHERS
+ STUDENTS
- Freeze on
bureaucracy

- Jesse's 5 THINGS

March 12, 1996

To: Bruce Reed
From: Gene Sperling
Subject: Education: Tough Love Ideas

Here are some thoughts for you -- to at least get some ideas like this in play.

The President has to have a high expectations and tough love message on education. We need to show that we are serious about education, and what we would expect from each other as a people if we really, really took seriously the notion that our economic future depended on education for our children. That means laying down tough challenges -- ones that even raise controversy -- but remembering that we are dealing with young people, not soldiers, and that it must be a tough, patient love approach as opposed to a "one strike and your out" or fend-for-yourself approach.

1. Challenge to Schools: Cut the Entitlement of Passing Grades: We talk about the need to reduce some entitlements. Well the one that needs to be cut is the feeling among young people that all you have to do to make it from elementary school to middle school and middle school to high school is just show up. To teachers, parents and students we need to say: we will expect much of you, and if someone is not ready to go to the next level; notify their parents; work with them after school, work with them over the summer -- and if there is no other choice, keep them back, but don't give the signal that you can just get by without getting a real education.

2. Challenge to Schools: No Pass/No Play: There is no reason that we should have to have anyone playing sports if they cannot even pass their grades. If local educators think the discipline of being part of a team and coming to practice is positive, then let people be on a team or still be involved: but make clear that you don't compete and represent your school if you are not at least passing your classes. There can be no glory for those who don't make the grade.

3. JumpStart Students for the New School Year: Schools and school districts around the country should set up programs that allow students who are on the edge to start two-weeks early: and those students should be required to go, so that struggling students get a jumpstart on a new school year.

4. Every Parent Must Make Sure Their Children Reads During the Summer: We cannot afford to young people lose so much of what they learn every summer: even if school districts cannot afford year long schooling, parents have a responsibility to ensure that their children are still learning and reading over every summer.

5. Every Company Should Make Time for their Workers to attend Teacher-Student Conference: Every work place should treat the need to see a teacher or go to a teacher conferences the same as if it were a life-or-death doctor appointment: the workplace must be able to accommodate good parents.

6. Challenge City and Community to ensure that young people can walk to school in school and go home from school without being in physical danger: Challenge Legislators to protect such funding.

7. No New Teacher Should Be Certified Unless are Technologically Literate and Can Teach the Thinking Skills their students need to succeed:

8. Challenge States to Not Divide America on Grounds of Access to Technology: Every State Should Accept Our Technology Literacy Challenge and Ensure that their Students do not Become Divided Based on Access to Technology and Information:

9. Basic skills of the 21st Century mean adding the two Ts --technology literacy and thinking skills to the three Rs: To succeed in the new economy, our young people have to have not only the ability to read and write and do math, but the ability to be technology literacy and to have thinking skills. There is no curriculum that will be sufficient for the future: only the ability to constantly learn and evaluate and analyze can ensure that people have transferable skills that can give them employability security throughout their lifetimes.

10. Accept Gerstner's Challenge To States to Reapportion Their Budgets for Change and to Meet the Technology Literacy Challenge:

~~We don't need ^{single} a one-size-fits-all national test~~

The answer is not ~~single~~ a one-size-fits-all national test. The nat. stds we've seen so far are at best a mixed bag. What we need is high stds nationwide, I do not believe that we should do what many other countries have done, by ^{in every state, and a way to compare each state's performance}

~~establishing a national achievement test. In a country as large and diverse as ours, a national test would not work. But~~ We have to make sure that being promoted in Pasadena means

much the same as passing in Palisades. So I challenge governors, businesses and colleges to

team up with teachers and parents to compare their education standards against the best

standards from all the states and the best schools -- [the National Report Card proposed by Lou Gerstner.] ^{← mention}

Each governor, state legislature and school district should find a way to

reward those schools that make significant progress in achieving tough standards. ?

~~Additional proposals if desired~~

Standards for Teachers

The second challenge we have to face together is to reward, inspire and demand the highest standards of teaching. Teaching is the most important thing we must do to secure our future. We should stop the "teacher bashing" in this country. Every one of us in this room had a teacher who changed our lives. And we need caring, competent and committed teachers more than ever before. Next year we will enroll more young people in our schools than at any time in our nation's history -- 51.7 million. A whole generation of teachers is ready to retire. By early in the new century, we will have to hire [hundreds of] thousands of new teachers, fully half the teaching force.

decade, reading scores have been flat. Intel, one of the powerhouses of the computer industry, recently had to turn away hundreds of applicants because they lacked basic reading and writing skills. We're all justifiably excited about computers in schools, but, as those rejected applicants found out, you can't cruise the Internet if you don't know how to read or write.

We all know what we have to do: I applaud this summit's call for clear academic standards, agreed upon at the state level. We are beginning to see real progress in states like Colorado and Virginia where standards and assessments are in place.

But we must go further. We must end the entitlement mentality that is cursing too many children with low expectations. ^{We must do away with social promotions.} If students are not ready to move onto the next level, we should notify their parents, work with them after school and over the summer — and, if necessary, hold those students back until they are ready. ^{That's what we did in Arkansas. We required every 8th grader to pass a basic achievement test — and said they could not go on to high school until they did.}

~~The best way to do that is for each state to develop appropriate Achievement Tests at every level. Today, only [12] states use these tests — and most of them only measure students when they graduate. I am calling for something much more. I believe that every state should require students to pass a test to move from elementary to middle school . . . another test to move from middle school to high school . . . and a final test before graduation. These tests should not just measure minimum competency — they should challenge students to go beyond the bare basics to true achievement.~~

~~Only six states in the country require. Only six states do this today now, but it should be all 50. We need to make all 50.~~ ^{high stds in}

So, we need to challenge every state to set high standards for teachers and reward them for performance. Governor Hunt has done an outstanding job in this area as chair of the National Board for Professional Teaching Standards. If we're going to give teachers the dignity they deserve, we need a system that rewards the best teachers so they can stay in the classroom, and not have to become administrators or leave the profession to get respect or get ahead.

But we also need a system that doesn't look the other way when a teacher is burnt out or not performing up to standard. Here in the state of New York, because of hearings and court proceedings, it can cost as much as \$200,000 to fire an incompetent teacher. We should be spending that money to reward good teachers, not protect those who don't make the grade. America's teachers should be the leaders of reform, not the objects of reform. I challenge states, school systems and teachers' unions to work together to make it easier and less costly to get teachers who can't teach out of the classroom.

We should do all we can to attract the best and brightest to the teaching profession. We need to say to our young people, teaching is a great and important profession, and we want you in it. I challenge states not to put up barriers that discourage many enthusiastic and qualified people from becoming teachers. We need more programs like Teach for America that bring young people into the profession and challenge them to make a difference.

WHITE HOUSE STAFFING MEMORANDUM

7:30 a.m.

DATE: 3/26/96 ACTION/CONCURRENCE/COMMENT DUE BY: 3/27/96

SUBJECT: Revised Remarks to NGA Education Summit

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	McCURRY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PANETTA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	McGINTY	<input type="checkbox"/>	<input type="checkbox"/>
McLARTY	<input type="checkbox"/>	<input type="checkbox"/>	NASH	<input type="checkbox"/>	<input type="checkbox"/>
ICKES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QUINN	<input type="checkbox"/>	<input type="checkbox"/>
LIEBERMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	RASCO	<input checked="" type="checkbox"/>	<input type="checkbox"/>
RIVLIN	<input type="checkbox"/>	<input type="checkbox"/>	REED	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BAER	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SOSNIK	<input type="checkbox"/>	<input type="checkbox"/>
CURRY	<input type="checkbox"/>	<input type="checkbox"/>	STEPHANOPOULOS	<input checked="" type="checkbox"/>	<input type="checkbox"/>
EMANUEL	<input type="checkbox"/>	<input type="checkbox"/>	STIGLITZ	<input type="checkbox"/>	<input type="checkbox"/>
GIBBONS	<input type="checkbox"/>	<input type="checkbox"/>	STREETT	<input type="checkbox"/>	<input type="checkbox"/>
HALE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	TYSON	<input type="checkbox"/>	<input type="checkbox"/>
HERMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	WALLEY	<input type="checkbox"/>	<input type="checkbox"/>
HIGGINS	<input type="checkbox"/>	<input type="checkbox"/>	WILLIAMS	<input type="checkbox"/>	<input type="checkbox"/>
HILLEY	<input type="checkbox"/>	<input type="checkbox"/>	<u>Toiv</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KLAIN	<input type="checkbox"/>	<input type="checkbox"/>	<u>Sperling</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LAKE	<input type="checkbox"/>	<input type="checkbox"/>	<u>Waldman</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LINDSEY	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Comments to Terry Edmonds.

RESPONSE:

REVISED

Draft 3/26/96 3pm

**PRESIDENT WILLIAM J. CLINTON
REMARKS TO NGA EDUCATION SUMMIT
PALISADES, NY
MARCH 27, 1996**

P4: 02

Acknowledgements: Governor Thompson; Louis Gerstner, CEO of IBM; governors and distinguished guests...

[joke to come]

First of all, I want to applaud this bipartisan gathering of governors and business leaders for your attention to the pressing issue of preparing America's young people to meet the challenges of the 21st century. Your presence here underscores the fact that we all have a stake in improving the quality and performance of our schools -- and we each have a role to play. The presence of so many business leaders here sends a clear message -- education is everybody's business: parents, teachers, students, states, communities, and corporations.

As I said in my State of the Union, this is an age of great possibility -- a time of historic transformation, as we move from the industrial age to the information age. Now most work, even in factories, is done with mind not muscle. In my address, I challenged our nation to give our children the educational opportunities they need for a new century. We need a candid debate about what is right and what is wrong with our schools.

All of us, without regard to party, must face up to some basic realities: Many of our schools are very good, but some are failing. Many of our teachers are great, but some don't measure up. Many of our communities are seizing the opportunities of new educational technologies, but too many have not -- and too many cannot do it on their own. And most important, many of our students are doing better but too many students are not being challenged, inspired and held to high standards.

Our mission, as we close out this century, must be to raise our sights and our standards. We must expect more of our young people and ask more of ourselves. We must never forget: Education equals expectation. We do not make it any easier on our children when we do not demand higher standards for our students, our teachers, or our schools. When it comes to public education, we must throw away complacency and replace it . . . with a revolution of rising expectations.

Thirty or forty years ago, this meeting would never have taken place. Governors played little role in education, and businesses did not regard it as their responsibility. But in the late '70s and early '80s, an education reform impulse swept the country, punctuated in 1983 by Ted Bell's report, *A Nation at Risk*, which sounded the alarm about the need to turn

our schools around.

In 1989, I was privileged to serve as the NGA co-chair at the Education Summit in Charlottesville, which took reform to the next level. At that meeting, for the first time, we reached a bipartisan national consensus on educational goals -- and agreed upon the clearest definition yet of what the national government's role should and should not be.

In the years since, we have made real bipartisan progress. We have enacted Goals 2000. We have overhauled the programs in the Elementary and Secondary Education Act. We have worked with businesses and communities to make the School-to-Work program a reality. We have cut regulations by 50% at the Department of Education, and revised the rest to encourage flexibility and emphasize results. And I know that many of you have put in place important reforms at the state level.

And while it is plain that the effort to draft national history and English standards has not been a success, the standards for math and science are in place and appear to be working.

In fact, we have moved forward since 1983. The number of young people taking the tough core courses has jumped from 13% in 1982 to 52% in 1994 -- and the national math and science scores are up one full grade since 1983. Half of all four year olds now attend pre-school and 86 percent of all our students are completing high school. That's progress.

But it is now clear, 7 years after Charlottesville, that our national education goals can only be met through tough standards, enacted at the state level -- with each of us doing our part.

So the states must take the lead in setting standards. The businesses represented here today must not only speak out for reform, but pitch in with your knowledge and resources to help bring new technologies and opportunities into our classrooms. And the national government continues to have a critical responsibility -- to provide seed money and leverage for education innovation and to clear away obstacles to reform. As your President, I pledge to do everything in my power to focus the nation's attention on this urgent challenge. And I will do whatever it takes for as long as it takes to make America's schools the best in the world. We should not fight about who does what. In all this, we should follow a simple rule: we should put control in the hands of the people who care the most about the result.

So today, I come to you as President to challenge every American to work together to erase what's wrong with our schools and multiply what's right, scrape away the obstacles to excellence and open new ways to move forward. We must put in place high standards for students, teachers, schools, conduct and technology and make sure we meet them. America was built on challenges, not promises -- and on this challenge, we must not fail.

Standards for Students

The first and most important challenge we have to face together is the need to hold our students to high standards.

I have personally visited children all across this country for the past three years, and for many years as governor. I have seen how eager they are to learn. I have seen what happens when you literally put the future at the fingertips of every child through interactive computer technology. I am convinced that every child can learn more -- but we need to teach them, believe in them and challenge them.

To do that, we must end the entitlement mentality that is cursing too many children with low expectations. If students are not ready to move onto the next level, we should notify their parents, work with them after school and over the summer -- and, if necessary, hold those students back until they are ready. No more social promotions. No more free passes. If we want kids to learn, learning has to mean something.

That is what we did in Arkansas. We required every 8th grader to pass a basic achievement test -- and said they could not go on to high school until they did. Only Arkansas and 5 other states require tests for promotion from grade to grade or school-to-school. We should do it in all 50.

Today, I want to challenge every state to require students to pass a test to move from elementary to middle school . . . another test to move from middle school to high school . . . and a final test before graduation. These tests should not just measure minimum competency -- they should challenge students to go beyond the bare basics to true achievement.

The answer is not a one-size-fits-all national test. But we have to make sure that being promoted in Pasadena means much the same as passing in Palisades. We should build on the progress we have made with the Goals panel and the National Assessment of Educational Progress, to agree upon a way to measure and compare the progress states are making.

And in particular, we should set a concrete standard for the most basic of skills: reading. Too many of our children still are getting diplomas they can't read. For the past decade, as math and science scores have risen, reading scores have been flat. Intel recently had to turn away hundreds of applicants because they lacked basic reading and writing skills.

We're all justifiably excited about computers in schools, but, as those rejected applicants found out, you can't surf the Internet if you don't know how to read or write. Every child should be able to read a book by the age of 3rd grade.

Challenge Parents to read to their children 30 minutes a day.

Standards for Teachers

The second challenge we have to face together is to reward, inspire and demand the highest standards of teaching.

After all, if we are going to demand that our students meet higher standards, their teachers will have to meet higher standards, too. This is especially true for the hundreds of thousands of new teachers who will be hired in the coming years, as school ranks swell and a generation of teachers prepares to retire.

1. So I challenge states and school districts to change the certification rules that bar qualified -- sometimes brilliant -- young people from becoming teachers. I was appalled when I read the story about the recent Harvard graduate who wrote her thesis on American literature, who was told she lacked the educational background to substitute teach English in the New York City public schools. That makes no sense. We reformed our certification procedures in Arkansas. We should do it everywhere.

2. I also want to challenge teachers to meet high standards of performance -- and states to reward them when they do.

In Arkansas, we instituted teacher testing. In South Carolina and Kentucky, when a school markedly improves its performance, the school is rewarded and teachers get a bonus. Teachers across America can now get certified through the National Board for Professional Teaching Standards, chaired by Governor Hunt. I call on more teachers to do that -- and I call on states to reward them for it. There is something wrong with a system in which the only way for a star teacher to get ahead is to become an administrator or leave the profession altogether. We shouldn't bash teachers. We should find a way to keep the best ones in the classroom.

But we also need a system that doesn't look the other way when a teacher is burnt out or not performing up to standard.

Here in the state of New York, because of hearings and court proceedings, it can cost as much as \$200,000 to fire an incompetent teacher. In Glen Ellyn, Illinois, a school district had to spend \$70,000 to dismiss a high school math teacher who couldn't do basic algebra and who let her students sleep in class. We should be spending that money to reward good teachers, not protect those who don't make the grade. America's teachers should be the leaders of reform, not the objects of reform.

3. I challenge states, school systems and teachers' unions to work together to make it ~~tougher to get licensed and recertified, and~~ easier and less costly to get teachers who can't teach out of the classroom.

Standards for Schools

The third challenge we have to face together is to hold our schools accountable for results. If we are going to expect more from students and teachers, we've got to expect more from schools as well. So, today I challenge states to break down bureaucratic obstacles to reform; give parents more choices, and shut down schools that don't work.

Too many school districts still spend too much on administrators and too little in the classroom. It is an outrage that of the \$8000 that New York City spends on each pupil, only \$44 goes to books and other classroom material.

We need to reinvent education the way American businesses retooled to compete in the global economy, and the way we are reinventing our government. That means cutting red tape, streamlining bureaucracy, giving people on the front lines the flexibility to make decisions, and holding them accountable for results.

Over the last three years, we have worked hard to cut federal education rules by 50%. We are reducing your cost of doing business. So I challenge communities and businesses to work together to help school districts reduce overhead, so they can spend more on real education. My philosophy today is the same as when I was the governor of Arkansas: we should spend more on education, but every new dollar should go to teachers, teacher training, students, and the classroom -- not administration.

Where schools aren't working, we should try something new. Let me repeat the challenge I issued in my State of the Union: Every state should give parents the right to choose which public school their children will attend. So, I challenge the governors here to go back to your states and pass the legislation that will expand school choice in your communities.

Every state should let educators and parents get charters to create and manage public schools that remain open only if they do a good job. Today, 21 states allow charter schools, and over 250 charter schools have opened their doors -- with as many as 100 more to open by next year. These schools are freed up from regulation and top-down bureaucracy so they can focus on the single goal of meeting high standards. The charter school movement is expanding choice, innovation, and competition -- all within the public schools. Secretary Riley has already given grants to 11 states to start charter schools. The balanced budget I submitted to Congress last week calls for \$40 million in seed money to help communities start 3000 charter schools over the next 5 years, a tenfold increase.

Real school standards means not only empowering schools that excel; it also means putting out of business schools that fail to serve their students. So, I challenge every governor to take direct, concrete action to redesign or shut down failing schools.

Safety, Discipline and Values

Our fourth challenge is to keep our schools safe and hold our young people to higher standard of conduct. Tough standards won't make a bit of difference if the standard of conduct in our schools is poor.

We have seen too many headlines like the one I read last week about a teacher in Washington, DC who was mugged in a hallway by a gang of intruders who were doing drugs and who didn't belong on school grounds. His body was bruised, but thank God, his faith was unshaken, and he's back on the job. But he and his students need our help. We cannot stand idly by and let lawlessness and violence take over our schools and threaten our children.

That is why I have worked so hard at the national level to keep our schools safe. We are keeping guns out of our schools with the help of the Gun Free Schools Act. We are educating our children about the dangers of drugs with the help of the Safe and Drug Free Schools initiative. We are tackling student drug use through our support of random drug testing of student athletes. We are teaching our children the values of hard work, discipline, study and respect through the introduction of character education. And we are supporting the use of school uniforms for local school districts who want to make them a part of their overall efforts to promote safety and discipline. These national efforts are beginning to make a difference.

But states must do their part. Across America, neighborhood schools are opening their doors earlier and keeping them open later. These "community schools" provide supervised recreation, extra help with homework, counseling and support. From 3 to 6 -- the peak hours of juvenile crime -- community schools give children at risk a safe place to be. My balanced budget includes \$14 million more for community schools, youth and after school programs. I challenge state and local governments to find the resources to make community schools a reality throughout this nation.

I challenge states and localities to take the truancy laws seriously and make sure they are enforced. Rueben Greenberg, the police chief from Charleston, South Carolina has done that and the burglary rate is at its lowest level in 30 years. And I challenge more states to do what Governor Bayh has done in Indiana and Governor Pataki and the teachers unions are seeking in New York -- to give teachers the power to remove disruptive students from their classrooms. We should look at what Governor Glendening has proposed in Maryland to shield schools from liability in disciplinary cases. Children can't learn and teachers can't teach unless there is order and respect for authority in the classroom.

Technology

The fifth and final challenge I want to talk with you about today is the need to prepare our schools and our children for the challenges of the age of technology. Our presence in this very place [at IBM] is a testament to the growing understanding of the connection between technological literacy and success. The microchip and the global marketplace are opening up vast new opportunities. We must not send our children into a 21st century unprepared for the world they will inhabit and the jobs they will have to fill. Yet today, one of the few places a child can go without encountering a computer is . . . a classroom.

That's why I have issued a Technology Literacy Challenge to bring the information and technology revolution into every classroom in America by the year 2000. We have proposed a \$2 billion fund to help communities meet the challenge.

A few weeks ago, the Vice President and I participated in a remarkable event in California called Net Day. It was an electronic barn-raising. Entire communities -- businesses, students, scientists, engineers, parents, teachers, government leaders -- coming together to install 6 million feet of computer cables to connect one fifth of that state's schools to the Internet. In four years, every school in the state will be connected.

So, I challenge the businesses here today to work with communities to answer my Technology Literacy Challenge: wire every school not just in California, but across America. Every state has a high-tech business community that can help. Make sure every school has both the hardware and the connections. I challenge teaching colleges to join us in ensuring that teachers get the necessary skills. And I challenge the creative genius of the software industry to give us exciting educational software so that the most popular video game in America is learning -- not Mortal Kombat.

The 21st century is ours for the taking -- if we are bold enough and strong enough and confident enough to go forward together. We must make the best of the new technology to educate our children, improve our businesses, and make our future brighter and more prosperous.

Personal Responsibility

Finally, let me say that all the education summits and all the speeches in the world won't matter if all of us don't join together in a national mission to improve our schools and educate our young people.

We must restore the basic ethic that all children can learn and every parent has a responsibility to help them. As I have said, the era of big government is over; the era of taking personal responsibility to meet our challenges has begun.

So to parents all across this country I say, don't wait for the V-chip -- turn the TV off right now. Pick up the child's report card. Exchange your home phone numbers with your child's teacher. Tell the teacher that you want regular reports on how your child is measuring up to tough standards -- and let them know you want your child to stay after school, go to summer school, or do whatever it takes to meet those standards. **The most powerful force in nature is parents who care about their kids.**

All of us have a responsibility to help those parents be good parents. So, I challenge all the business leaders here and across the country to give parents time off to visit their children's schools. Every workplace should treat a parent's appointment with a teacher as if it were an important appointment with a doctor.

We all have a direct, personal responsibility to our schools.

Public schools remain our most important common bond -- the place where people of different classes, backgrounds, and races learn vital lessons about the world and about themselves. Our schools have always been the gateway to opportunity and the American dream. Today's fight for higher student and teacher standards will determine the economic future of our students. The battle for efficiency and accountability will determine if our schools have enough funds during these times of shrinking budgets. Technology literacy will determine if our economy can stay ahead of our competitors around the world. The values we teach our students will set the moral tone of our society in coming decades. Our schools will shape the lives of the next generation and the kind of America we will have in the next century.

I have seen the difference we can make in a recent visit to Union City, New Jersey, not far from here. The Christopher Columbus Middle School in Union City was on the verge of state takeover. But, the community refused to give in. They accomplished an amazing revival. In a partnership with Bell Atlantic, the community put computers in every seventh grade class and in the homes of every seventh grade student. This has opened up a whole new world of learning. Homework is now being done in a brand new way! Parents are now able to talk to teachers by e-mail; and learning has become the most exciting game in town. Test scores, attendance and graduation rates have all shot up -- and this poor district is now above the average in that affluent state.

We can give every child in America the opportunity that Union City is giving its students. We can do this -- if we do it together. Thank you.