

Educational Progress 1992-2000

	Then (1992 unless otherwise indicated)	Now (1999 unless otherwise indicated)
Standards and Accountability		
Graduating high schools seniors taking a core curriculum of 4 years of English and 3 years each of Math, Science and Social Studies	38% (90)	55% (98) ¹
States with achievement standards in core curriculum subjects:	14 (96)	49 (2000) ²
States that measure student progress in reading and math:		48 (2000) ³
States with standards-based promotion policies:	3 (96)	13 ⁴
States with standards-based high-school exit exams:	7 (95)	14 ⁵
States offering extra funding to help low-performing students:	10 (96)	19 ⁶
Title I schools with after-school programs:	10% (94)	60% ⁷
Average class size in schools participating in class size reduction initiative:	23 (96)	18 ⁸

Higher Test Scores		
NAEP Math Scores:	220 –4th	224 –4th (96) ⁹
	268 –8th	272 –8th
	299 –12th	304 –12th
Students 'at or above basic math level:'	59% -- 4th grade	64% -- 4th grade (96) ¹⁰
	58% -- 8th grade	62% -- 8th grade
	64% -- 12th grade	69% -- 12th grade
NAEP Reading Scores:	214 – 4th grade (94)	217 – 4th grade (98) ¹¹
	260 – 8th grade	264 – 8th grade
	287 – 12th grade	291 – 12th grade
Students 'at or above basic reading level:'	60% -- 4th grade (94)	62% -- 4th grade (98) ¹²
	70% -- 8th grade	74% -- 8th grade
	75% -- 12th grade	77% -- 12th grade
SAT Verbal:	500	505 ¹³
SAT Math:	501	511 ¹⁴
SAT Combined:	1003	1016 ¹⁵
ACT Combined:	20.6	21.0 ¹⁶
Students taking AP exams:	388,000	685,981 ¹⁷

Preschool Opportunity		
Head Start spots:	621,078	877,000 (2000) ¹⁸
4-year olds enrolled in preschool:	63.1% (93)	70.1% ¹⁹
Children age 3-5 read to 3+ times a week	71.4% (91)	82.9% (1996) ²⁰

School Safety and Discipline		
School crime rate:	155 (93)	102 (97) ²¹
Guns and weapons at school:	12% (93)	9% (97) ²²

Public schools with mandatory uniform policies:	1,700 (96)	2,600 (97) ²³
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Increasing College Opportunity

High school graduates going to directly college:	61.9%	65.6% (1998) ²⁴
Pell Grant maximum award:	\$2,300	\$3,300 ²⁵
Work-study grants:	750,000	1 million ²⁶
25-29 year olds with college degrees:	27.3%	31.0% (98) ²⁷
Number of students receiving federal grants and loans	6,231,000 (43%)	8,769,000 (59%) ²⁸

Teacher Training and Recruitment

Eisenhower Professional Development Grants:	\$246 million	\$335 million ²⁹
Public School Teachers who have a major or minor in their main teaching field:	78% -- English 77% -- Math 82% -- Science	86% -- English ³⁰ 82% -- Math 88% -- Science
Teachers certified by the National Board of Professional Teaching Standards:	282 (95)	4,799 ³¹
Troops to Teachers participants hired (cumulative):	0	3,721 ³²

Closing gaps

Low-Income Students

High-poverty schools receiving Title I funds:	79% (1994)	95% ³³
NAEP reading performance of 9-year-olds in high-poverty schools:	180	188 (96) ³⁴
Gap between reading performance of 9-year-olds in high-poverty schools and all 9-year-olds:	29 points	22 points (96) ³⁵
NAEP math performance of 9-year-olds in high-poverty schools:	208	217 (96) ³⁶
Gap between math performance of 9-year-olds in high-poverty schools and all 9-year-olds:	20 points	13 points (96) ³⁷
Low-income high school graduates going directly to college:	43.6 %	50.6% (97) ³⁸

Women

Female SAT scores (mean total):	981	997 ³⁹
25-29 year old female high school graduates with college degrees:	30%	37% ⁴⁰
Women participating in intercollegiate athletics:	99,859	145,839 ⁴¹
Percent of Bachelor degrees awarded to Women:	54%	56% ⁴²

African Americans

NAEP reading scores:	185 – 9-year-olds (92)	190 – 9-year-olds (96) ⁴³
	260 – 17 year-olds	265 – 17-year-olds
Reading test score gap between African American and White students (9 year olds):	34 points	30 points (96) ⁴⁴
Reading test score gap between African American and White students (17 year olds):	37 points	29 points (96) ⁴⁵
African American event drop-out rate:	5.8% (93)	5.0% (97) ⁴⁶
African American high school graduates going directly to college	50%	62% (98) ⁴⁷
Graduating African American high schools seniors taking a core curriculum of 4 years of English and 3 years each of Math, Science and Social Studies	39% (90)	56% (98) ⁴⁸

African American SAT composite scores:	849 (89)	856 ⁴⁹
African Americans taking SAT exam:	106,573 (96)	119,394
African American students taking AP exams:	10,448 (88)	31,023 ⁵⁰
25-29 year old African American high school graduates with college degrees:	14%	18% (1998) ⁵¹

Hispanic

Hispanic Reading Scores:	192 – 9-year-olds	194 – 9-year-olds (96) ⁵²
	239 – 13-year-olds	240 – 13-year-olds
Hispanic Math scores:	202 – 4th	206 – 4th (96) ⁵³
	247 – 8th	251 – 8th
	284 – 12th	287 – 12th
Hispanic Students Testing at or above Basic Math Level	35% – 4th	41% – 4th (96) ⁵⁴
	34% – 8th	39% – 8th
	45% – 12th	50% – 12th
Hispanic SAT Scores		458 Math (99) ⁵⁵
		457 Verbal
Graduating Hispanic high schools seniors taking a core curriculum of 4 years of English and 3 years each of Math, Science and Social Studies	29.8% (90)	40.0% (98) ⁵⁶
25-29 year old Hispanic High School graduates with college degrees:	15.6%	16.5% (98) ⁵⁷
Hispanic students taking AP exams:	13,322 (88)	68,236 ⁵⁸

Parental Involvement and School Choice

Charter schools:	1 (1993)	over 1,700 ⁵⁹
Magnet schools:	2,400	4,000
Parents attending teacher conferences:	71.8% (96)	73.0% ⁶⁰
Students attending public schools chosen by parents:	10.9% (93)	14.0% ⁶¹

Students with Disabilities

Students with Disabilities in regular classrooms:	2,051,166 (92-93)	2,651,394 (96-97)
	40.5%	46.2% ⁶²
Students with Disabilities graduating with diplomas:	101,589 (92-93)	134,319 (96-97) ⁶³
Students taking the SAT reporting a disabling condition:	42,789 (96)	73,169 (99) ⁶⁴
	940 combined score	949 combined score

Education Technology

High-poverty schools with internet connections:	19% (94)	90% ⁶⁵
Schools with internet access:	35% (94)	95% ⁶⁶

Working better with less

Education & Training budget:	\$25.5 billion	\$56.8 billion (FY01 proposed) ⁶⁷
Student loan default rate:	11.6% (FY93)	8.8% (FY97) ⁶⁸
Collections of defaulted loans:	\$ 1 billion (FY92)	\$3 billion (FY99) ⁶⁹

¹ NCES High School Transcript Study; Digest of Education Statistics 1999; Table 142

² 1999 National Education Summit Briefing Book, p.4

³ 1999 National Education Summit Briefing Book, p.6

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- ⁴ American Federation of Teachers, "Making Standards Matter 1999"
- ⁵ American Federation of Teachers, "Making Standards Matter 1999"
- ⁶ 1999 National Education Summit Briefing Book, p.8
- ⁷ OMB, FY2001 Budget, p.234
- ⁸ Dept. of Education, "Local Success Stories: Reducing Class Size" (Nov. 99). 1996 numbers reflect national average size for elementary schools. 1999 figure represents class size in grades 1-3 for schools participating in President's class size reduction initiative.
- ⁹ NAEP Mathematics Report Card 1996, Figure 2.1
- ¹⁰ NAEP Mathematics Report Card 1996, Table 3.1
- ¹¹ Condition of Education 2000, Table 13.1
- ¹² Condition of Education 2000, Table 13.2
- ¹³ The College Board, "1999 College-Bound Seniors, National Report" (collegeboard.com/sat/cbsenior/yr1999/NAT/72-99.html)
- ¹⁴ The College Board, "1999 College-Bound Seniors, National Report" (collegeboard.com/sat/cbsenior/yr1999/NAT/72-99.html)
- ¹⁵ The College Board, "1999 College-Bound Seniors, National Report" (collegeboard.com/sat/cbsenior/yr1999/NAT/72-99.html)
- ¹⁶ Digest of Education Statistics 1999, Table 138
- ¹⁷ Condition of Education 1999, Table 14-1; The College Board, "1999 College-Bound Seniors, National Report" (www.sat.org/press/senior99/html/ap111.html)
- ¹⁸ Department of Health and Human Services Release (12/31/99) (hhs.gov/news/press/1999pres/991231.html)
- ¹⁹ Condition of Education 2000, Table 2-1
- ²⁰ National Household Education Survey; Digest of Education Statistics, Table 146
- ²¹ Depts of Education and Justice, "Indicators of School Crime and Safety" 9/99
- ²² Depts of Education and Justice, "Indicators of School Crime and Safety" 9/99, Figure 11.2 -- students carrying weapon to school at least once during past 30 days
- ²³ Indicators of School Crime and Safety 1999 -- Table A2; Digest of Education Statistics 1999, Table 90.
- ²⁴ Census, CPS; Condition of Education 2000 Table 32-1
- ²⁵ OMB, FY2001 Budget p.43; Table 1-1
- ²⁶ OMB, FY2001 Budget p. 237
- ²⁷ Census Bureau
- ²⁸ OMB, Budget Appendices FY1994 & FY2001; includes federal grants and loans only, 13 million Americans benefit from the HOPE Scholarship and Lifetime Learning Tax Credit.
- ²⁹ OMB, FY2001 Budget p.43; Table 1-1
- ³⁰ Schools and Staffing Survey; Dept of Ed. "5-Year Report Card on American Education" (Feb. 2000)
- ³¹ National Board for Professional Teaching Standards, www.nbpts.org
- ³² DOD, DANTEs, 3/30/00, (voled.doded.mil/dantes/ttt/data.htm)
- ³³ Dept of Education, "Challenging the Status Quo" (May 2000), p.10; DOE, Targeting Schools: Study of Title I Allocations Within School Districts (1999)
- ³⁴ Dept of Education, "5-year Report Card" (Feb. 2000)
- ³⁵ Dept of Education, "5-year Report Card" (Feb. 2000)
- ³⁶ Dept of Education, "5-year Report Card" (Feb. 2000)
- ³⁷ Dept of Education, "5-year Report Card" (Feb. 2000)
- ³⁸ Bureau of the Census, March 1998 CPS; Condition of Education 2000 Table 32-3 (reflects 3-year averages 91-93 & 96-98)
- ³⁹ College Board Release, 8/31/99 (www.sat.org)
- ⁴⁰ Bureau of Census, "Educational Attainment in the U.S." March 1998 (www.census.gov/prod/3/98pubs/p20-513.pdf); Condition of Education 1999, p.126
- ⁴¹ NCAA Championship Sports Participation (www.ncaa.org/participation_rates/1982-99_overall.html)
- ⁴² Digest of Education Statistics 1999, Table 249
- ⁴³ Department of Education, NAEP Trends in Academic Progress; Digest of Education Statistics 1999, Table 112
- ⁴⁴ Department of Education, NAEP Trends in Academic Progress; Digest of Education Statistics 1999, Table 112
- ⁴⁵ Department of Education, NAEP Trends in Academic Progress; Digest of Education Statistics 1999, Table 112
- ⁴⁶ NCES, Dropout Rates in the U.S. 1997, (1999)
- ⁴⁷ Census Bureau; Condition of Education 2000, Table 32-1
- ⁴⁸ NCES High School Transcript Study; Digest of Education Statistics 1999; Table 142
- ⁴⁹ The College Board; www.sat.org

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- ⁵⁰ The College Board; www.sat.org/press/senior98/html/aptable3.html, www.sat.org/press/senior99/html/ap11.html
- ⁵¹ Bureau of Census, "Educational Attainment in the U.S." March 1998 (www.census.gov/prod/3/98pubs/p20-513.pdf); Condition of Education 1999, p.126
- ⁵² Department of Education, NAEP Trends in Academic Progress; Digest of Education Statistics 1999, Table 112
- ⁵³ NAEP 1996 Mathematics Report Card (1997) Table 2.5
- ⁵⁴ NAEP 1996 Mathematics Report Card (1997) Table 3.5
- ⁵⁵ Dept of Ed., Key Indicators of Hispanic Student Achievement, 6/15/00 – College Board separates Hispanic students into Mexican-American, Puerto Rican, and Hispanic/Latino.
- ⁵⁶ NCES High School Transcript Study; Digest of Education Statistics 1999; Table 142
- ⁵⁷ Bureau of Census, "Educational Attainment in the U.S." March 1998 (www.census.gov/prod/3/98pubs/p20-513.pdf); Condition of Education 1999, p.126
- ⁵⁸ The College Board; www.sat.org/press/senior98/html/aptable3.html, www.sat.org/press/senior99/html/ap11.html
- ⁵⁹ Dept of Education, "National Study of Charter Schools: Fourth Year Report" (Feb. 2000); Dept of Education FY2001 Budget
- ⁶⁰ NCES Household Survey, 1996/99; Condition of Education 2000, p.171
- ⁶¹ NCES Household Survey, 1993/99; Condition of Education 2000, p.162
- ⁶² Dept of Education Release, 4/11/2000
- ⁶³ Report on the Implementation of IDEA, 4/2000, Table AD3
- ⁶⁴ The College Board, www.sat.org
- ⁶⁵ NCES, Internet Access in U.S. Public Schools and Classrooms, 2/2000 (Schools with 71 percent or more students eligible for free or reduced price lunch)
- ⁶⁶ NCES, Internet Access in U.S. Public Schools and Classrooms, 2/2000
- ⁶⁷ OMB, FY2001 Budget p.43
- ⁶⁸ Dept of Education Release, 10/5/99
- ⁶⁹ Dept of Education, "Challenging the Status Quo" (May 2000), p.41

ATTACKS ON THE CLINTON-GORE EDUCATION RECORD

GENERAL LINES OF ATTACK

- ✓ America's education system is simply not doing its job. Test scores are down, violence plagues many schools, and the Clinton-Gore solution is to pour more money into a system that replaced a curriculum of reading, writing and math with feel-good programs focusing on self-esteem.
- ✓ Americans want common sense education ideas from Washington – not more regulations, unfunded mandates, and duplicative programs. Bill Clinton and Al Gore have perpetuated and expanded a federal education bureaucracy that provides little money to our classrooms but is successful in tying up states and school districts with paperwork and regulations. Now they want to propose more federal mandates and one-size fits all solutions.
- ✓ Federal education programs don't work. Just 65 cents of every dollar spent by the federal government on education makes it to into classrooms. The rest is spent on government bureaucrats and wasteful liberal programs to keep special interests like the teachers unions happy.

Accountability

- **Funds failing schools:** The Clinton-Gore Administration has poured billions into failing schools instead of demanding that schools succeed.
- **Maintains failed government programs:** Clinton-Gore has spent billions on education programs without even knowing whether they improve student performance. The federal government seldom even measures whether its educational programs are effective. If the federal government can't prove that its program does a better job than states and localities, then it should be eliminated and the money should go to states without strings attached.

Achievement

- **American students perform worse than other countries:** Student test scores in the US are worse than in other countries. Students in 20 countries outperform US eighth graders in math and science. American 12th grade students performed better than just two countries. And The longer you stay in school in America, the dumber you get relative to kids in other nations.
- **Our kids are failing:** We have a situation where one-fifth of our kids can test at the proficient level in math, a quarter can test proficiently in writing, and a third in reading, we've got to do better than that.
- **Poor education is hurting our economy:** America maintains its technical superiority because of immigration. There is still a shortage of 350,000 people for high-tech jobs because we do not teach enough math and science in our lower grades.
- **Large gap in minority test scores:** There is a huge gap between performance of white students and minority students: A 17-year old black or Hispanic student scores the same as a 13-year old white student.

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Americorps

- **Expensive, wasteful failure:** Americorps has been another inefficient Clinton-Gore big government failure: It has cost more than they said it would and the money could be better spent on educational grants to students.

Budget

- **Education cuts:** The Clinton-Gore Administration has failed to support education. In the FY2000 budget, Clinton-Gore tried to zero out the local education block grant, cut special education funding and cut support for college loans.
- **Congress spent more:** Congress proposed spending over \$300 billion more than President Clinton wanted to on education in its FY2000 budget.

Bureaucracy

- **Hundreds of programs:** The Clinton-Gore Administration has perpetuated a maze of bureaucratic waste and duplication. At least 39 federal agencies oversee more than 760 education programs, at a cost of \$100 billion per year to taxpayers.
- **Hidden employees:** The Department of Education says that it is one of the smallest federal agencies but there are nearly three times as many federally funded employees of state education agencies administering federal funds.
- **It takes a village to complete the paperwork:** Complying with the regulations and paperwork required by the Clinton-Gore education bureaucracy takes the equivalent of 25,000 full time employees to do nothing but process forms. States must fill out more than 20,000 pages to receive federal education funds each year.
- **Federal funding imposes a huge burden on states:** The Clinton-Gore education bureaucracy stands in the way of state reform. Florida needs six times as many people to administer a federal dollar as it does to administer a state dollar. In Ohio, over 50 percent of its paperwork burden is related to federal education programs even though only 5 percent of its education revenues comes from federal sources. In Arizona, 45 percent of the staff in the state education department is responsible for working with or managing federal programs that account for only 6 percent of education spending.
- **Too many bureaucrats:** Clinton-Gore education policy is all about bureaucrats and not about teachers, schools or kids. An international study by the Organization for Economic Cooperation and Development (OECD) found that the United States was the only developed nation in which a majority of people employed in education are not teachers. The U.S. government spends almost twice as much on administering education programs as other industrialized countries.
- **Too much spent on administration:** Of the more than \$15 billion allocated to its elementary and secondary education programs in 1996, over \$3 billion went for purposes--including administrative overhead and university, state, and national programs of unknown effectiveness--other than the needs of local school districts.
- **Not enough dollars to the classroom:** As little as 65 cents of every federal education dollar makes it to the classroom.
- **Funding bureaucracy instead of students:** If Clinton-Gore would first fund the federal special education mandate, school districts would be able to make their own decisions to do the things that the President wants the federal government to do, such as building new schools and hiring more teachers.

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- **Education Department full of cronies:** Clinton-Gore has packed the Department of Education with political allies. Education has 167 political appointees--one to every 29 workers the average ratio for Cabinet departments is one to 807. These employees are often diverted for White House projects unrelated to improving schools. These include the president's commission on race and First Lady Hillary Rodham Clinton's historic-preservation effort.

Charter Schools

- **Clinton-Gore have been too slow to embrace charter schools:** The number of charter schools has grown dramatically, but 7 of 10 schools still have waiting lists, and the administration has been slow to provide financial help to create more.
- **Clinton Gore Justice Department trying to kill charter schools:** The Justice Department and the Education Departments Office of Civil Rights have sued under desegregation laws to prevent states from forming charter schools to serve minority populations.
- **Narrowing ability to transfer from failing schools:** The ability to transfer from a failing school to a public or charter school already exists, the administration is just making it harder.

Class Size Reduction

- **Quality, not quantity, is problem:** The United States does not have a serious teacher quantity problem today; rather, the problem is one of quality (many teachers do not know their subjects well) and distribution (few of the best teach the neediest children).
- **Not enough teachers to hire:** California's efforts to reduce class size emphasized quantity over quality, pushing schools to hire less qualified teachers at the expense of students. Research shows us that teacher quality has a far greater impact on student achievement than does class size.
- **Large class size is not bad:** Large class size has not been proven to cause poor performance. Class size has declined from 1950-1994, with overall pupil-teacher ratios falling by 35 percent, while spending has increased 3.5 percent per year and academic achievement continues to decline. Korea and Japan have some of the largest class sizes, yet their students continue to outperform American students And national pupil/teacher ratio in Catholic elementary schools is 20.9 to 1, yet academic achievement in these schools is greater than in public schools--especially in urban areas.
- **Mandates prevent hiring teachers:** Freeing states and districts from the Clinton-Gore bureaucratic regulations would free up funds and personnel to allow them to pursue things like hiring and training teachers and reducing class size.
- **Grants prevent states from spending on other items:** Clinton-Gore grants to hire teachers prevent districts from spending that money on items schools really need like books, computers and special education.
- **Draws good teachers from urban schools:** The Clinton Administrations teacher hiring initiatives draw skilled teachers from inner-city schools where they are needed the most to suburban districts.

Disabilities

- **Funding cuts:** Clinton-Gore have repeatedly underfunded and cut spending for students with disabilities, most recently from \$702 dollars per child in FY1999 to \$688 dollars per child in FY2000.

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- **Failed to keep promise to disabled students:** When Congress passed IDEA in 1975, Democrat majorities in the House and Senate promised that the federal government would fund 40 percent of the IDEA mandate on local communities. Today we only fund about 12 percent of the mandate.

Discipline

- **Violence in American schools has reached epidemic proportions:** Nearly 40 percent of students nationwide think schools are unsafe. Nearly 2,000 students were physically attacked each hour of the school day; one in five carried a weapon to school daily and nearly half avoid school restrooms out of fear.
- **Drug use by high school seniors is up.** The percentage of seniors who reported having used cocaine in the previous year increased from 3 percent in 1992 to 5 percent in 1996. The percentage of seniors who reported having used marijuana rose from 22 percent in 1992 to 36 percent in 1996.
- **Wrong solutions:** Clinton-Gore have proposed the same old solutions to school violence like gun control and TV ads. Violence is a cultural and values problem that runs much deeper.
- **Not serious about punishing students with guns at school:** Clinton-Gore prosecuted just 13 of 3,900 gun violations in public schools during 1997-98.

Ed-flex

- **Poor implementation:** Clinton-Gore enacted some education flexibility, but have not done a good job implementing it: 75 percent of districts surveyed in 1997 had neither requested a waiver nor planned to do so; nearly 12 percent reported they had never heard of the waiver provision; and only 6 percent reported requesting a waiver.

Federal Role

- **Heavy handed bureaucrats:** Clinton-Gore have supported a system where Washington bureaucrats call the shots on most educational issues confronting states and local school districts. In exchange, the federal government will send them 8 percent of their funds.

Head Start

- **Does not prepare kids for school:** Head Start's performance standards are vague and lack substance. Federal officials should clearly establish school readiness as a major goal for Head Start.
- **Pay and educational qualifications for Head Start teachers are low.** Head Start virtually guarantees that the children with the greatest educational needs will have the least qualified instructors. Fewer than 30 percent have a bachelor's degree.
- **Expansion would waste money, cheat children:** The Clinton-Gore administration has proposed expanding Head Start before fixing basic problems in the program.

HOPE Scholarships

- **Inflates tuition:** HOPE scholarships inflate tuition costs for all students. They make students and parents indifferent to additional tuition increases of up to \$1,500. Knowing this, colleges and universities face no incentive to keep costs low.

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- **Burdensome for parents:** HOPE scholarships added one more layer of complexity to the unfair tax code. They force American families to deal with more paperwork, more tax forms, and more wasted time to take advantage of the credit.

Pell Grants

- **Underfunded:** Clinton-Gore want to create new bureaucratic programs rather than funding existing ones, especially Pell Grants. In real dollars, the appropriated maximum individual grant, adjusted for inflation, has decreased 4.7 percent between 1980 and 1998..
- **Waste and fraud:** The Department of Education's inspector general recently found that approximately \$109 million in Pell grants had been overawarded because students failed to report or underreported their income.

Religious expression

- **Anti-values:** Clinton-Gore have been an enemy of religious expression in classrooms. Actions such as posting the 10 commandments and silent prayer in schools would help instill values in children.

Safe & Drug-Free Schools

- **Just mails checks:** According to Drug Czar Barry McCaffrey, SDFS "simply mails out checks"
- **Drug-prevention programs like SDFS don't work:** A recent analysis of studies measuring the effectiveness of school-based drug prevention programs found that, based on eight rigorous studies, substance abuse prevention programs . . . have a very small effect on behavior.
- **SDFS funds are spent on silly wasteful items:** The state of Michigan spent \$81,000 for giant plastic teeth and toothbrushes, \$124,000 was awarded to the New Haven Police Department to organize a "holiday awareness project" designed to "encourage awareness of and participation in holidays and events significant to racial, religious, ethnic, or sexual orientation groups." The Fairfax County School District spent \$181,397 to send teachers to a Maryland resort for 'training.' Richmond, VA published a drug-free party guide costing \$16,000 and recommending activities such as Jell-O wrestling and pageants "where guys dress up in women's wear."

School Construction

- **Penalizes some states:** Many states, like California, already have passed new construction initiatives. A new federal program will interfere, and possibly punish, states and communities that support their schools and reward those that do not
- **Too limited to help:** Clinton-Gore's school construction proposal is not permanent would focus on the 100 largest school districts according to the number of low-income students. Republicans plan is permanent and applicable to all school districts.

School-to-Work

- **Not helping academic standards:** National evaluation of STW said that the program is not important to state plans to raise academic standards

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- ❑ **Failed in Germany:** German experiments that were the model for American STW have failed: unemployment rate for German youth was 10 percent, which is not much better than the 11.3 percent rate for the same group in the United States
- ❑ **Hurts students long-term:** STW trains students for entry-level jobs in the local economy forcing them to give up the longer-term benefits associated with a stock of intellectual capital that will improve and enrich their lives.
- ❑ **Back to basics:** If Clinton-Gore educational reform had worked, then students wouldn't need a special program to help them transition from high school to work.

Student Loans

- ❑ **Cut funding:** Clinton-Gore have tried to cut student loans. Congress had to step in and save the program from collapse.
- ❑ **Student loan bureaucracy increases costs for all students:** Paperwork associated with loans cause schools to raise tuition in order to cover government mandates.
- ❑ **Direct lending is a failure.** 78% of eligible schools do not participate. The program also makes the federal government bear 100% of the risk of defaults.
- ❑ **Waste and fraud:** There are few incentives to keep administrative costs and default rates low. As a result the DSL program is a dumping ground for high-risk loans and fly-by-night trade schools.
- ❑ **High default rate:** The student loan default rate is still too high. In 1995 it was over 10%.
- ❑ **Funds to unprepared students:** More and more federal student aid dollars have been provided to students who are not prepared to do college-level work.
- ❑ **Tax code prevents students and parents from saving:** The IRS code continues to stand in the way of educational opportunities for our children. The surest way for a family to avoid skyrocketing tuition costs, the headache of federal student aid programs, and mountains of student debt is to start saving for college early. This is not easy, especially given that the federal tax code taxes savings twice.

Teacher Certification

- ❑ **Local role:** National certification is another Clinton-Gore takeover of local education. The federal government should not be involved in training or licensing teachers.

Title I

- ❑ **Failing program:** Since 1965, Title I has spent over \$100 billion with no evidence of tangible results. We should spend public funds on things that work.
- ❑ **Does not help poor classrooms:** Most Title I funds are used to hire clerical workers and classroom aides who lack the expertise to teach poor students.
- ❑ **Title I does not improve poor students' scores:** The initial gap in test scores between the more disadvantaged students participating in Chapter 1 and non-participants did not narrow as a result of the more disadvantaged students participating in the special program.
- ❑ **Poorly targeted:** Funding formulas keep poor schools from receiving Title I funds. In 1993, 19 percent of the highest-poverty schools (with at least 75 percent of the students qualifying as poor) did not receive any Title I funds.

Title IX

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- **Liberal social agenda:** Clinton-Gore liberals have imposed a social agenda that has resulted in the loss of educational opportunities for young men.

Teachers Unions

- **Clinton-Gore could not reform education because they are in the pocket of the teachers' unions:** Clinton-Gore education policies are dictated by teachers unions, not by the best interest of kids.

Vouchers

- **Opposed common-sense choice for poor families:** The United States is the only developed country that denies its children vouchers to attend non-public and denominational schools. Private schools are the only way for urban schools to escape poor results.

Miscellaneous

- **Ignored role of families:** The Administration has seriously undermined the relationship of students and their families to the education process.
- **Closed captioning waste:** The Clinton-Gore Administration has provided money to fund closed-captioning for "educational" programs like Baywatch and Jerry Springer, which could be provided by the television industry.
- **Women's' equity programs a waste:** According to the GAO, the Women's Education Equity program has done little to eliminate sex bias in education. This might be because it wastes money. In 1996 its grantees included a project called "Gender Based Teasing and Bullying in Grades K-5" which examines teasing and bullying as antecedents to adolescent sexual harassment.
- **Opposed ending social promotion:** Clinton-Gore have stood in the way of ending social promotion because the education department's Office of Civil Rights has opposed testing students skills.

EDUCATION ACCOUNTABILITY

CLAIM: The Clinton-Gore Administration has spent billions of dollars on failed programs. We need to demand results and spend money on what works.

FACTS: *President Clinton and Vice President Gore have led to movement for higher standards and accountability for all students. They have helped states set high education standards and are working for the right type of accountability that demands results and rewards progress.*

Setting High Standards for All Students

- President Clinton and Vice President Gore provided the leadership necessary to encourage schools to adopt tough standards. By 2000, 49 states will require students to meet tough standards in core subjects, and 48 states will test reading and mathematics skills in elementary, middle and high school. [1999 National Education Summit].
- President Clinton and Vice President Gore established Goals 2000 to help states develop challenging curriculums and performance standards. Virtually every state developed content standards under Goals 2000.

Holding Schools Accountable for Results

- In 1994, President Clinton and Vice President Gore succeeded in passing laws that require states receiving Title I funds to ensure that all students are held to the same standards, ending the practice of relegating poor children to a watered-down curriculum and remedial classes. [1994 Title I Reauthorization]
- President Clinton and Vice President Gore have also implemented new guidelines that call for serious consequences if schools and districts fail to show continuous and substantial improvement. States and districts must now turn around low-performing schools by improving curricula, providing more teacher training, or closing down failing schools and reopening them with new staff. . [1994 Title I Reauthorization]
- President Clinton and Vice President Gore are fighting for legislation that will require states and districts to identify schools with the lowest achievement results and turn them around. If the districts don't achieve results, the responsible school staff can be fired or the school could be shut down and students allowed to transfer to other public schools in the district. Currently, 19 states have systems to identify low-performing schools and just 16 have systems to hold schools accountable. [1999 National Education Summit].

Making Critical Investments To Help Students Reach High Standards

- President Clinton and Vice President Gore have succeeded in dedicating \$134 million in Title I funds dedicated to giving low-performing schools the tools to improve performance.
- President Clinton and Vice President Gore have launched initiatives to hire qualified teachers, reduce class size, increase technology in the classrooms, rebuild and modernize schools, expand after school, summer school and mentoring programs, and boost reading and literacy.

End Social Promotion the Right Way

- In 1996, President Clinton challenged all states to end social promotion. Today 26 states have high-school graduation exams and four states have passed laws to stop passing unprepared children from grade to grade.
- President Clinton and Vice President Gore have significantly expanded summer school and after school programs so that students have the opportunity to get the extra help they need to succeed. These programs are currently serving 800,000 students.

Qualified Teachers in the Classroom

- The Clinton-Gore administration's ESEA proposal would require states to adopt performance examinations that require teachers to demonstrate subject-matter knowledge and teaching expertise. And the Clinton-Gore administration has dedicated more resources to hire and train additional qualified teachers.

Expanding Choice and Accountability in Public Schools

- **Charter Schools:** President Clinton and Vice President Gore supported increase of public charter schools, from one independent public charter school in the nation in 1993 to more than 1,000 charter schools in 1998, on track toward the President's goal of 3,000 quality charter schools early next century.
- **Magnet Schools:** The Clinton-Gore Administration has also supported Magnet schools, which enable students to choose high-quality learning opportunities in science, technology and the arts. Since 1992, the number of magnet schools as increased from 2,400 to over 4,000.
- **School Report Cards:** President Clinton and Vice President Gore are fighting to make sure that every parent receives a school report card that would report on student achievement, teacher qualifications, class size, and school safety
- **Public School Choice:** Today, 15 percent of children in elementary and secondary schools are attending public schools chosen by their parents, compared to just 11 percent in 1993.

Accountability in Head Start

- Bipartisan legislation signed by President Clinton in 1994 reformed Head Start to guarantee that Head Start providers meet standards for facilities, teachers, class size and learning. Since 1993 over 100 grantees have been closed while more than 200 identified as seriously deficient have turned their programs around. [HHS, 10/27/1998]
- Meanwhile, the Clinton-Gore Administration has dedicated \$600 million between 1992-98 for quality improvements to make sure that Head Start programs meet basic standards. [HHS, 10/27/1998]

EDUCATION ACHIEVEMENT

CLAIM: After eight years of Clinton-Gore, test scores are stagnant or dropping and a huge gap remains between minority and white students.

FACTS: *The strategy of Higher standards and Accountability introduced by President Clinton and Vice President Gore is beginning to pay off. Reading and math scores are up at all levels, college entrance scores are up and more students are heading to college. African-Americans and women have made particularly impressive gains over the past eight years.*

Higher Reading and Math Scores at All Levels

- Average reading scores increased for students in grades 4, 8, and 12. At the fourth and twelfth grades, the national average score was higher in 1998 than in 1994. For eighth graders, the national average score was higher in 1998 than in 1994 and in 1992. [NAEP 1998 Reading Report Card]
- Students' scores on the NAEP mathematics scale have also increased for all three grades measured. Scores were higher in 1996 than in 1992 for all three grades, and higher in 1992 than in 1990. The national average scaled score for fourth graders in 1996 was 224, an increase of 11 points over the national average for 1990. The average for eighth graders in 1996 was 272, an increase of 9 points over 1990; and the average score for twelfth graders was 304, an increase of 10 points over 1990. [NAEP 1996 Mathematics Report Card]

Students Are Taking Tougher Classes And Aiming Higher

- This year 63 percent of college bound students took a core curriculum (4 years of English, 3 years each of social studies, science and math). Ten years ago, just 46 percent did. [ACT, 8/17/99]
- The number of students taking AP exams increased to 704,000 in 1999. In 1995 only 476,000 took AP tests. [The College Board, 8/31/99; 8/22/96]

College Entrance Scores Are Up

- 1998 SAT math scores were the highest in 27 years. Verbal scores were the highest in 10 years, and have increased 5 points since 1992. Combined SAT scores have increased by 15 points since '92. [The College Board, 9/1/98; 8/31/99].
- Average ACT scores have also increased significantly over the past seven years after remaining virtually flat between 1980-92. [ACT, 8/17/99].

Fewer Dropouts

- The percentage of students who drop out of high school fell from 5.3 percent in 1994 to 4.6 percent in 1997. The largest improvements came among African American and lower-income students. [NCES, The Condition of Education: 1999, p. 110].
- The percentage of young adults who have completed high school is the highest level ever reported. Today, 88.1 percent of 25-29 year olds have completed high school. The number has increased from 86.3 percent in 1992. [NCES, The Condition of Education: 1998]

More Students Are Going To College

- Between 1992-97, the percentage of high school graduates going to college increased from 61.9 percent to 67.0 percent. The percentage of African American and Hispanic graduates going to college has increased by 10 points since 1992 and is now at its highest point ever. Low-income students are also much more likely to attend college. Today 57.0 percent of low-income graduates go on to college. In 1992, just 40.9 percent did. [NCES, The Condition of Education: 1999, p. 128]

More Students Graduating From College

- The proportion of Americans with four years of college is at an all-time high. Today, 31.8 percent of Americans have completed at least four years of college. This is a 16 percent increase over 1992. [NCES, Condition of Education: 1999, p. 126].

Raising Achievement of All Students

- Reading scores of 9-year-olds in the highest-poverty schools, where over 75% of students qualify for free or reduced-price lunch, rose by nearly one grade level on the National Assessment of Educational Progress (NAEP) between 1992 and 1996.
- Math scores of 9-year-olds in the highest-poverty schools rose by one grade level between 1992 and 1996, and math achievement among the lowest-achieving 4th-graders improved roughly one grade level between 1990 and 1996.
- Over the last 10 years, SAT test scores for college-bound African American students have increased by a total of 13 points. [The College Board, 8/31/99] The gaps in test scores between African American and white elementary and secondary students have also closed slightly in Math, Science and Reading. [NCES, The Condition of Education 1999, p. 2]

Success Stories:

At **Chicago's James Ward Elementary School**, over 88% of students come from low-income families, over 80% are non-white, and many are recent immigrants from China. Between 1991 and 1998, the percentage of students scoring at or above the 50th percentile on the ITBS reading test rose from 19% to 51%, and the percentage of students scoring at or above the 50th percentile in math rose from 43% to 63%. Scores on State assessments confirm Ward's rapid student achievement gains. One key reason for the gains was the school district's Lighthouse Program, which provided additional instructional time for Ward students as well as English literacy classes for Chinese-speaking parents.

At **Boston's Harriet Baldwin Elementary School**, 80% of students come from low-income families, 78% come from families that do not speak English language at home, and 93% are non-white. In 1996, 66% of 3rd-graders had partial, little, or no mastery of math, as measured by the Stanford 9; in 1998, 100% had scores indicating solid or superior academic performance in math. In reading, 56% of 4th-graders scored at high levels of proficiency in 1998, up from only 25% in 1997. Fifth-graders are showing similar progress. The gains resulted from a new research-based literacy program, teacher training in instructional strategies for limited English proficient students, and tutoring programs involving parents, college students, and other community members.

DOLLARS TO CLASSROOMS

CLAIM: Under Clinton-Gore, the federal government is mired in bureaucracy and mediocrity. It is an obstacle, not an ally to education reform. Just 84 percent of federal education dollars actually make it to the classroom, and much of that money is spent on federally required paperwork and bureaucracy.

FACTS: *President Clinton and Vice President Gore have taken successful steps to improve efficiency in the Department of Education. Today 99 percent of funds for major education programs are distributed to states, the Department is doing more with fewer personnel and thousands of pages of paperwork and regulations have been eliminated.*

Over 90 Percent of Federal Dollars to Local Districts:

- A 1999 GAO study found that 99 percent of appropriations for 10 major education programs are distributed to states. And 94 percent of these funds are distributed to local agencies. [GAO, Federal Education Funding, Allocation to State and Local Agencies for 10 Programs, 9/99]

A Shrinking Education Department:

- Despite the fact that President Clinton and Vice President Gore have increased the federal government's commitment to education, there are 165 fewer Department of Education staff this year than there were in 1992. [Dept of Education FY2000 Budget Summary] One-third of remaining departmental employees are engaged in law enforcement activities, such as investigating fraud and abuse and enforcing civil rights.

Eliminating Regulations and Unnecessary Programs:

- Since President Clinton and Vice President Gore took office, 65 programs totaling \$625 million have been eliminated or consolidated. The U.S. Department of Education has eliminated 39 percent of departmental regulations – totaling 923 pages. [Testimony of Under Secretary Marshall Smith, 4/9/97]

Reforms Saving Billions of Dollars

- In 1990, the student loan default rate was 22.4 percent. Under the Clinton-Gore administration, the default rate has been cut every year, and is now a record low 8.8 percent. [5-year Report Card on American Education, February 2000]
- Collections of defaulted student loans have more than doubled under the Clinton-Gore Administration, to \$2.2 billion in FY1998. [Testimony of Under Secretary Marshall Smith, 12/6/99]
- The Direct Student Loan Program has saved taxpayers an estimated \$4 billion over the last five years. [Testimony of Under Secretary Marshall Smith, 12/6/99]
- Improved management and data quality has prevented the disbursement of over \$1 billion in grants and loans to ineligible students. [Testimony of Under Secretary Marshall Smith, 12/6/99]

Easing the Paperwork Burden:

- In 1994, President Clinton signed the ESEA Reauthorization Act, which eliminated two-thirds of regulations governing federal elementary and secondary education programs. As part of these reforms, states are allowed to submit a single form. This has resulted in elimination of 85 percent of the paperwork requirements.

More Flexibility than Ever Before:

- Since 1993, the Department has approved 155 waivers of regulations for states. [Testimony of Under Secretary Marshall Smith, 4/9/97] In 1999, President Clinton signed the Education Flexibility Partnership Act, which allows all states the ability to waive many federal requirements in order to achieve results of local improvement plans.

Using the Internet to Improve Customer Service

- Over 1,600 publications are available on the Department of Education's web site, including applications for 85 percent of the Department's grant programs. Nearly one million students applied for financial assistance for the 1999-2000 school year over the web. [Testimony of Under Secretary Marshall Smith, 12/6/99]

DISCIPLINE AND SCHOOL VIOLENCE

CLAIM:: School violence has become an epidemic, drug use is up, and the Clinton-Gore Administration has either ignored the problem or offered the wrong solutions.

FACTS: Crime in schools has dropped by more than one-third under The Clinton-Gore Administration. From day one, President Clinton and Vice President Gore have taken a tough stance against youth violence. They have adopted a zero tolerance policy against weapons in schools, and challenged states to adopt policies to improve order and safety in classrooms, including adopting school uniforms, enforcing truancy laws and imposing curfews.

School Violence Rates Drop

- Although serious problems still exist across the country, school crime has decreased by more than one-third under President Clinton and Vice President Gore. In 1993, there were 155 school-related crimes per 1000 students. The rate had dropped to 102 per 1000 in 1997. [U.S. Dept of Justice, 1999 Annual Report on School Safety]
- The number of students carrying a weapon to school and students getting in fights at school has also dropped significantly since 1993. Serious crime dropped for the seventh year in a row, the longest continuous decline in nearly 40 years. [U.S. Dept of Justice, 1999 Annual Report on School Safety]

Zero Tolerance for Guns and Weapons

- President Clinton and Vice President Gore fought for passage for the Gun Free Schools Act, which requires the expulsion of students caught bringing weapons to schools. In the act's first two years, over 9,000 students were expelled for weapons violations. [U.S. Dept. of Education, Report on State Implementation of the Gun-Free Schools Act, 1997-98]
- The percentage of high school students who carried a weapon to school dropped from 12 to 9 percent between 1993-97. [Dept. of Education/ DOJ, Annual Report on School Safety 1999]

Encouraging Tougher Student Discipline Policies

- President Clinton and Vice President Gore have encouraged schools to adopt school uniform and dress code policies and urged communities to enforce truancy laws and impose curfews.
- President Clinton and Vice President Gore's school accountability plans would hold states and districts accountable for making schools safe places to learn.

More Police Officers in Schools

- President Clinton and Vice President Gore's community policing grants have been used to fund over 2,000 police officers to work in schools. These officers have been targeted to work in the 10 percent of America's schools with serious crime problems.

Safe and Drug Free Schools

- President Clinton and Vice President Gore have enacted reforms that make sure that federal Safe and Drug Free Schools resources go to schools with the most serious problems.
- Now, President Clinton and Vice President Gore are seeking to require schools receiving funds to adopt comprehensive school safety plans, use proven anti-drug and gang programs, intervene with troubled youth, establish security procedures for schools, and give parents annual school safety reports of drug and violence incidents at their children's school.

Drawing on Community-Wide Efforts

- President Clinton and Vice President Gore have championed after-school programs to give students a chance to gain skills necessary to meet tough academic standards. However, these programs have also succeeded in lowering crime rates in areas where after-school programs have been implemented. [Dept of Education Legacy Report, p. 30]
- President Clinton and Vice President Gore have repeatedly emphasized the need to draw on resources throughout the community, including families, businesses, community centers and faith-based organizations to help combat youth violence.
- President Clinton and Vice President Gore have fought to establish the Safe Schools-Safe Communities initiative, which will help 10 cities to design and implement community-wide plans to improve school safety.

REDUCING JUVENILE CRIME AFTER SCHOOL

In **Highland Park, Michigan**, a 21st Century after-school program serves children in grades pre-K to 12, their parents or guardians, and other members of the community, where 93% of its residents are African American and 81% of children are eligible for the Federal free lunch program. In the program's first year, the Highland Park Police reported a 40% drop in juvenile offenses in the areas where the Community Learning Centers are located. Children participate in expanded recreational, educational, and enrichment activities.

In **Marshalltown, Iowa**, where a 21st Century after-school program serves two middle schools, the Marshall County Juvenile Court reported a 30% drop last year in court referrals for 11-14 year olds. In addition, the grade point averages of after-school participants have gone up.

Finally, in **Mineral County, Montana**, after-school programs serving middle and high school students have helped bring about a 12% decrease in alcohol use, a 22% decrease in physical fights on school property, and a 100% high school graduation rate.

QUALITY TEACHERS IN EVERY CLASSROOM

CLAIM: President Clinton and Vice President Gore have placed emphasis on bricks and mortar when the most important factor in helping our children learn is a caring quality teacher.

FACTS: *President Clinton and Vice President Gore are hiring 100,000 quality teachers in school districts across the country. They have drastically increased federal efforts to attract quality teachers to high-need schools and are improving teacher training, pay and working to increase the respect for the teaching profession.*

INVESTING IN RECRUITING QUALITY TEACHERS

- **Largest training and recruitment effort ever:** President Clinton and Vice President Gore have launched the largest investment in teacher hiring and training ever. In 1998, the administration won funding to start hiring 100,000 new quality teachers over six years. This program includes special measures to help low-income schools attract and retain teachers. Since then President Clinton and Vice President Gore have secured a total of \$2.5 billion toward their goal and expect to hire 49,000 teachers by the end of FY2000.
- **Doubled funding for quality and recruitment:** President Clinton and Vice President Gore have nearly doubled funding for teacher quality and recruitment programs. In 1993, the federal government spent just \$435 million to train and recruit quality teachers. In 1999, President Clinton fought for and secured \$793 million. The administration's 2001 budget proposal would increase this to \$1 billion annually. [FY2001 Budget, p.45]

INNOVATION

- **Troops to Teachers:** This program to encourage former military personnel to become teachers was authorized by the 1993 Defense Authorization Act and launched by the Clinton-Gore Administration in January 1994. So far it has placed over 3,600 teachers in schools in all 50 states and almost 2,000 school districts. [DANTES, Troops to Teachers Program Status Report, 3/30/2000] President Clinton and Vice President Gore have requested \$25 million in funding for 2001 to substantially increase this proven pool of teaching talent.
- **Technology Instruction:** In order to educate students for the digital economy, teachers need to be computer literate and trained to integrate technology into the classroom. President Clinton and Vice President Gore have launched grants that are training 400,000 teachers to use technology in the classroom. [OMB, FY2001 Budget, p.46]
- **Professionalism:** President Clinton and Vice President Gore have worked to elevate teaching to a more respected profession. They have encouraged professional board certification and licensing of teachers and launched state grants to encourage the process. [Higher Education Amendments of 1998]. There are currently 1,836 teachers certified by the National Board for Professional Teaching Standards and another 6,500 working toward certification. [NBPTS, 10/22/1999] The President has set a goal of having over 100,000 board-certified teachers in five years. [1997 State of the Union Address]

- **Hiring Teachers Where They Are Needed:** President Clinton and Vice President Gore have launched new efforts to attract 1000 new teachers to American Indian and Alaska native schools. They have also launched an effort to provide training to 8,000 bilingual and English as a Second Language Tutors to help Latino students with limited English skills excel academically.

HIGHER STANDARDS AND ACCOUNTABILITY

- **Stronger Certification Standards:** President Clinton and Vice President Gore introduced accountability into teacher training by launching Teacher Quality Enhancement Grants as part of the Higher Education Acts of 1998. These grants will help states that strengthen certification standards and institutions that improve better teacher education programs.
- **Greater Accountability:** They also hold states and teacher education programs accountable for preparing skilled teachers, and encouraging alternate ways for qualified professionals to enter the teaching profession. They have also introduced annual report cards on teacher training, licensing and certification in each state.

