

7/10/00

Copies of materials given to
POTUS by Sec of Education
Riley re Education Accomplishments

Carol Cleveland

'00 JUL 5 PM4:17



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE GENERAL COUNSEL

June 19, 2000

THE GENERAL COUNSEL

MEMORANDUM FOR SECRETARY RILEY: *fwk*FROM: Judith A. Winston *by Jack Kivity*

SUBJECT: Supreme Court Decision on Prayer at Football Games

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The Court's decision casts doubt on the constitutionality of student-led, student-initiated prayers at other school events. However, there remains a split in the Federal courts of appeals on the issue of the constitutionality of student-led, student-initiated graduation prayers as the Court declined to review the portion of the Fifth Circuit's decision in this case that upheld that practice.

The Court emphasized that the First Amendment does not prohibit purely private religious speech by students. As stated by the Court in today's decision, "[n]othing in the Constitution . . . prohibits any public school student from voluntarily praying at any time before, during, or after the schoolday."

00619697 *ABC*

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Three justices dissented (Rehnquist, Scalia and Thomas), particularly objecting to the tone of the Court's opinion (allegedly "bristl[ing] with hostility to all things religious in public life") and to the fact that the Court was striking down the school district's policy on its face before it had been implemented.

The Department was not a party to this case, and the Federal government did not participate in any phase of this litigation. In addition, this case did not involve any Federal programs or funds. Although your guidelines on Religious Expression in Public Schools do not address the specific issue of student-initiated prayers at football games (or at other school-related events), the guidelines do state that "[t]he right to engage in voluntary prayer or religious discussion free from discrimination does not include the right to have a captive audience listen, or to compel other students to participate." Based on our initial review of the Court's decision, there does not appear to be anything in the decision inconsistent with our guidelines.

Attachment

cc: Frank Holleman
Michael Cohen
Michelle Doyle



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WASHINGTON, D.C. 20202-_____

DATE: June 28, 2000

MEMORANDUM

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DS _____

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A majority of the Court concluded that the Title VI program satisfied the relevant criteria set down in Agostini v. Felton for determining whether a governmental aid program has the primary effect of advancing religion. Namely, six of the justices concluded that the Title VI program does not result in religious indoctrination or define its recipients by reference to religion. In his plurality opinion (joined in by three other justices), Justice Thomas relied on the fact that the aid did not have an impermissible religious content, but he concluded that "evidence of actual diversion [to religious use] and the weakness of the safeguards against actual diversion are not relevant to the constitutional inquiry." Under Justice Thomas' analysis, government aid to religious schools does not have the effect of advancing religion, as long as it is provided on a neutral basis and the aid is secular in content.

Justices O'Connor and Breyer issued a concurring opinion, joining in the judgment of the Court—namely that the Title VI aid in question is constitutional—but disagreeing with "the plurality's conclusion that actual diversion of government aid to religious indoctrination is consistent with the Establishment Clause." The concurring justices agreed that the program was constitutional, however, because any evidence of actual diversion was de minimus, the program included adequate safeguards against improper use of the materials and equipment, and any presumption of religious indoctrination under a neutral school aid program is normally inappropriate.

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The Court’s decision is very significant in that it upholds the provision of important types of aid for private school students under the Title VI program. Similar aid is provided under Title III of the ESEA and the Administration’s proposal for the reauthorization of the ESEA would continue this type of aid for both public and private school students.

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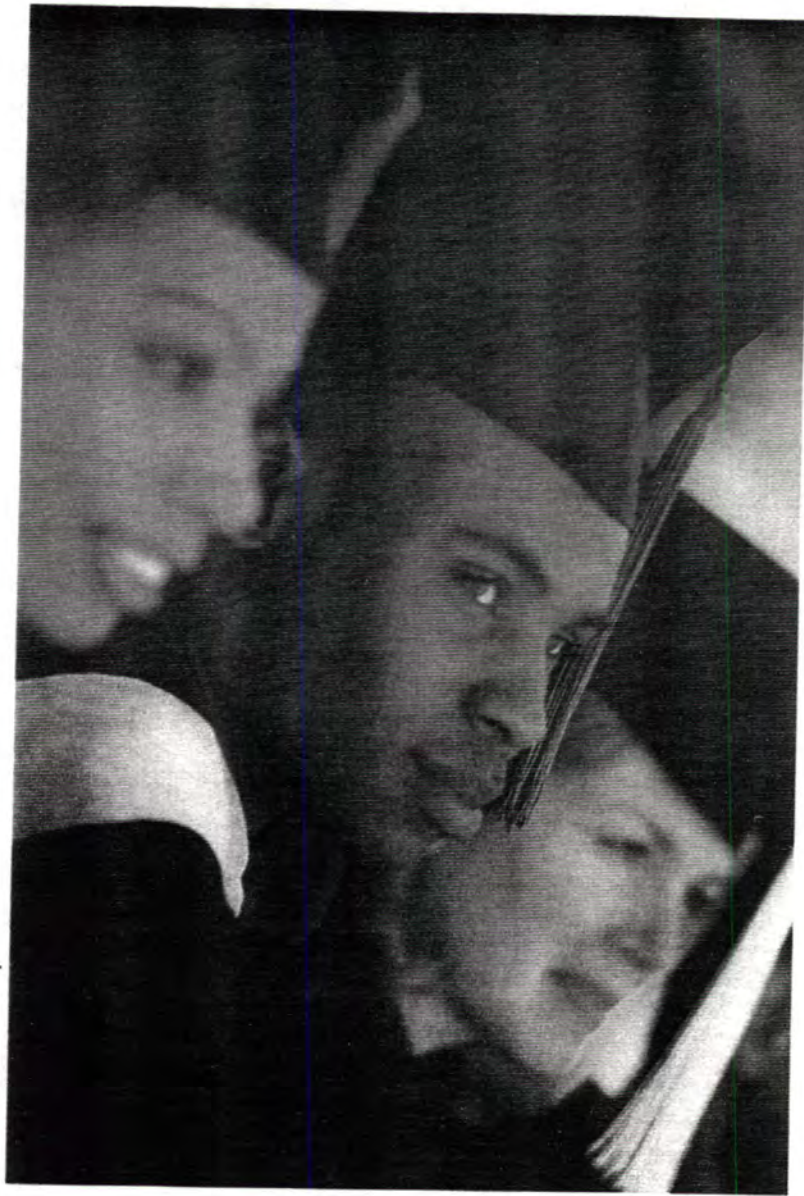


Challenging the Status Quo

**The Education Record
1993-2000**

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Expanding College Opportunity

More Access, Greater Achievement,
Higher Expectations

"I have something to say to every family listening to us tonight: Your children can go on to college. If you know a child from a poor family, tell her not to give up— she can go on to college. If you know a young couple struggling with bills, worried they won't be able to send their children to college, tell them not to give up— their children can go on to college. If you know somebody who's caught in a dead-end job and afraid he can't afford the classes necessary to get better jobs for the rest of his life, tell him not to give up— he can go on to college. Because of the things that have been done, we can make college as universal in the 21st century as high school is today. And, my friends, that will change the face and future of America."

*President Bill Clinton
State of the Union Address
January 27, 1998*

EXECUTIVE SUMMARY

More and more, college is the gateway to the American Dream. Education may be the most important investment we make in our lifetimes. It holds the key to good citizenship, enriched lives, and economic prosperity—both for ourselves as individuals and for us as a nation.

The economic returns to college are higher than ever before, and more Americans than ever are going to college. In 1998, young men who completed at least a bachelor's degree earned 150 percent the salary of their peers with no more than a high school diploma— and young women earned twice as much if they had graduated from college.¹ A college graduate earns \$600,000 more over a lifetime, on average, than a high school graduate.² And the real rate of return on a college investment is 12 percent— nearly twice the historical average of the stock market.³

Over the past seven years, we have more than doubled our investment in student aid. As a nation, we need to help America's parents pay for their children's college education and their own continuing education. For seven years, President Clinton and Vice President Gore have sought to make colleges and universities, community colleges, and trade schools universally affordable for all Americans. The Clinton-Gore approach is three-pronged:

- **More college scholarships.** The new Hope Scholarship tax credit provides up to \$1,500 in tax relief for the first two years of college, saving 2.6 million families \$2.6 billion in 1998. The Lifetime Learning credit— which provides up to \$1,000 for juniors and seniors, graduate students, and adults seeking job training— gave 2.3 million families \$800 million in tax relief in 1998. Over 3.8 million needy students receive up to \$3,300 in Pell Grant scholarships, a \$1,000 larger maximum grant than in 1993. Since 1994, over 150,000 AmeriCorps members have earned nearly \$400 million for college while serving their communities.
- **More affordable student loans.** This Administration has introduced lower fees and interest rates that have saved the average borrower over \$500; more flexible repayment terms, including the option to repay as a share of income; and a restored tax deduction for student loan interest. The new Direct Student Loan program— established in 1994— bypasses federally guaranteed lenders to deliver loans to students more quickly, simply, and cheaply. Together, students and taxpayers have already saved \$15 billion through student loan reforms.
- **New paths to college and successful careers.** The new GEAR UP initiative raises expectations and helps over 450,000 disadvantaged middle-school students get on track for college success through partnerships between high-poverty middle schools, universities, and communities. AmeriCorps education awards and a one-third increase in work-study jobs have allowed hundreds of thousands of Americans to earn money for college. Our investment in the TRIO program to help low-income, first-generation students succeed in college has increased by two-thirds since 1993, to \$645 million. The School-to-Work Opportunities Act has provided seed money to help every state broaden young people's career options, make learning more relevant, and promote successful transitions to college and careers. And Youth Opportunity grants make possible comprehensive employment and training assistance to 75,000 out-of-school youth in high-poverty communities.

The Clinton-Gore commitment to opening the doors of college is the largest investment in higher education since the G.I. Bill. College is affordable for all Americans, and more and more of us are benefiting from it. The evidence is in:

- **More Americans are going to college than ever before:** Sixty-six percent of 1998 high school graduates enrolled in college or trade school the next fall, compared to only 60 percent in 1990. Although low-income and minority students continue to go straight to college at significantly lower rates than high-income and white students, the gaps have narrowed since the 1970s and 1980s.⁴
- **More high school students are preparing themselves for college:** The percentage of high school graduates who have taken four years of English and three years each of math, science, and social studies increased from 38 percent to 55 percent.⁵ This increasing academic rigor is heartening because the intensity and quality of high school curricula are dominant determinants of degree completion. Also, SAT scores, especially in math, have gone up over the past 10 years, and the number of test takers reached an all-time high last year— even as a larger and more diverse group of students took the test.⁶
- **Fewer students are dropping out of school:** During the 1990s, approximately 11-12 percent of 16- to 24-year-olds had not completed a high school program and were not enrolled in school, compared to 13-14 percent in the 1980s and over 14 percent in the 1970s. Progress has been especially strong among African Americans, whose high school completion rate now slightly exceeds the national average.⁷
- **More Americans are earning college degrees:** Over 32 percent of 25- to 29-year-olds had earned at least a bachelor's degree in 1999, up from 27 percent in 1990. In particular, white and African American women have seen their college opportunities grow.⁸
- **Americans are becoming lifelong learners:** Fifty percent of adults participated in formal learning in the year prior to a 1999 survey, up from 38 percent in 1991.⁹

This report describes President Clinton and Vice President Gore's efforts to expand college scholarships, make student loans more affordable, and close the college opportunity gap. It describes the impact these efforts have had on college preparation, enrollment, and completion. Finally, it outlines the challenges that continue to face all of us who care about expanding and equalizing college opportunity.



June 9, 2000

House & Senate Bills Fail to Address America's Priorities in Education—President Threatens Veto

1. House and Senate Bills Block Grant and Destroy Commitment to Class Size Reduction and School Renovation and Repair.

Congress has failed to include the President's proposal for class size reduction (\$1.75 billion) and school construction (\$1.3 billion).

- **Fail to Continue Funding for Reduced Class Size.** Jeopardizes the Federal commitment to hire as many as 20,000 new teachers next year and continue support for the 29,000 teachers already hired. As many as 2.9 million children could be denied the benefits of smaller classes.
- **Fail to Modernize Schools for the 21st Century.** The Senate and House bills fail to adopt President Clinton's proposal to leverage \$6.7 billion in grants and loans to repair 5,000 schools in high-need districts with little or no capacity to fund urgent repairs. The Senate bill includes funding that could be used for class size and school construction in a block grant, but falls short of making these investments a national priority.
- In addition, the Senate bill eliminates funding for Smaller Learning Communities.

2. Fail by \$1 Billion to Make Targeted Investments Needed to Ensure a Qualified Teacher for Every American Classroom.

- Deny states and schools continuation funds for standards-based reform efforts, including standards-based assessments, curricula, and particularly professional development.
- Deny high-poverty school districts help in recruiting and retaining high-quality teachers and principals, hiring mid-career professionals as teachers, professional development for 15,000 early childhood educators to work in high-poverty communities, and the creation of 20 State or regional centers to enhance professional development for 10,000 school administrators.
- Deny 200 high-poverty school districts funds that reward them for improving teacher quality.

3. Fail to Make Needed Investments in Afterschool Programs.

- Cut funding for 21st Century Community Learning Center \$400 million below the President's request, denying some 1.6 million children access to before and after school programs in safe, drug-free environments.

4. Fail to Provide Sufficient Funds to Help Disadvantaged Students Prepare for College.

- Cut GEAR UP for College funding at least \$100 million below the President's request. Deny 407,000 or more low-income middle and high school students mentoring, tutoring, academic and career counseling, exposure to college campuses and financial aid information to help them go to college and succeed once they get there.
- In addition, the majority in Congress has failed to address the President's College Opportunity Tax Credit to make college more affordable for millions of American families by making college tuition tax deductible, like the interest on home mortgages is today.

5. Fail to Support State and Local Efforts to Turn Around Failing Schools.

- Eliminate \$250 million requested by the President to fund Title I Accountability grants. Denies extra assistance to help turn around at least 80 percent of the 7,000 schools identified for improvement or corrective action under Title I and provide greater public school choice for students in low-performing schools.



June 9, 2000

Renovating and Modernizing Schools for the 21st Century

Proposed for FY2001

Communities across the country are struggling to address critical needs to renovate existing schools and build new ones. In 1995 and 1996, the General Accounting Office (GAO) released a series of reports on the condition of American public schools. At that time, \$112 billion was needed to bring America's schools into good overall condition. The report identified \$36 billion was needed to repair or replace building features such as a roof or plumbing; \$11 billion was needed for accessibility and health and safety issues; and, \$65 billion was needed for extensive repairs and replacement.¹ In 1999, the National Center for Education Statistics (NCES) released a report that illustrated how America's schools are wearing out. The report highlighted the fact that the average public school in America is 42 years old and emphasized that school buildings begin rapid deterioration after 40 years.²

School construction and modernization are necessary to address urgent safety and facility needs, to accommodate rising student enrollments, to help reduce class sizes, to make sure schools are accessible to all students, and to modernize buildings so they are well-equipped for the 21st century.

The President's FY2001 Budget Provides \$1.3 Billion to Help Local School Districts Renovate Their Buildings.

- The President's program would leverage nearly \$7 billion for school renovation in FY2001.
- This investment would fund approximately 8,300 projects in 5,000 schools.
- The School Renovation program is designed to assist local school districts with emergency renovation projects such as repairs to roofs, heating or cooling systems, plumbing or electrical systems. These repairs can help make schools safer and more energy efficient, as well as improve access to technology.
- The loan program would be targeted to fund renovation projects in high-need school districts with little or no capacity to fund urgent needs.
- The smaller grant program would provide direct funding to the neediest school districts unable to finance the capital expenditures associated with school renovation.
- Over 5 years, the program would leverage \$34.5 billion, enough to pay for approximately 41,500 renovation projects over that time period.

The House and Senate Spending Bills Fail to Guarantee Funding for Urgently Needed School Renovation.

- The House bill provides no funding for the President's School Renovation Loan and Grant Program.
- The Senate bill creates a \$3.1 billion block grant under Title VI of ESEA by taking proposed class size reduction monies and proposed school construction monies and adding them to the existing Title VI program. Up to \$2.7 billion may be used for class size reduction and school construction activities, however, they are not guaranteed funding. The Senate's proposed block grant would be \$316 million less than the amount required to fully fund the President's requests for class size reduction (\$1.750 billion) and school construction (\$1.3 billion), and to maintain Title VI at its FY 2000 level.

Congressional Republicans Have Not Supported the President's School Modernization Bond Tax Proposal

- The President's proposal provides nearly \$25 billion in new bonds with interest paid by Federal tax credits to help local communities to build and modernize up to 6,000 schools. Through this program, the Federal government pays the interest on the bonds through a tax credit in-lieu of a cash payment. Federal tax credits would pay the interest on two types of bonds: School Modernization Bonds (new) and Qualified Zone Academy Bonds (current law).
- The congressional leadership has prevented a vote on a bipartisan plane to use bonds to build and modernize 6,000 public schools to accommodate record enrollments and overcrowding and repair crumbling school facilities.

¹ GAO, "The Condition of America's Schools", GAO Report B-25 February 1995.

² National Center for Education Statistics, "How Old Are America's Schools?", January 1999.



Reducing Class Size

Background:

- Smaller classes in the early grades can be a critical factor in helping all children learn to read well and to increase their ability to succeed in advanced subjects in the later grades.
- Teachers in small classes provide students with more individual attention, spend more time on instruction, and cover more material effectively.
- A growing body of research indicates that students in smaller classes in grades K-3 earn significantly higher scores in basic skills tests. Follow-up studies have shown that achievement gains are maintained long after students return to regular-size classes beyond third grade.
- Though small classes provide an advantage to children in all types of schools, benefits appear to be greatest for lower achieving, minority, poor, and inner-city children.

The Class Size Reduction Program:

- The Class Size Reduction (CSR) initiative helps schools improve student achievement by adding highly qualified teachers to the workforce to ensure that class size in the early grades is reduced to no more than 18 children per class.
- Districts use CSR funds to recruit, hire and train additional fully certified teachers and to provide professional development activities.
- In fiscal year (FY) 1999, Congress appropriated \$1.2 billion for the program, a down payment toward the long-range goal of hiring at least 100,000 new teachers and reducing class size to no more than 18 in primary-grade classrooms across the country. In FY 2000, Congress has provided \$1.3 billion to continue and slightly expand the program. The President has requested \$1.75 billion for the program for FY 2001.

What Has Been Achieved So Far?

- Estimates from an early implementation study of the program show that school districts were able to hire more than 29,000 new teachers the first year.
- In schools receiving CSR support, class sizes in grades one through three were reduced significantly – from about 23 to 18. Most of the new teachers were being placed in first grade (39%), followed by second, third, and other grades.
- At the national level, approximately 8 percent of the funds were used for professional development activities.
- In total, approximately 1.7 million children were expected to benefit directly during the first year of the Class Size Reduction Program.

The House and Senate Spending Bills Fail to Guarantee Continued Funding to Reduce Class Size:

- Jeopardize the Federal commitment to hire as many as 20,000 new teachers next year.
- Not only would districts be denied funds to hire an additional 20,000 teachers, as the President has requested for FY 2001, but the 29,000 teachers already hired under this program will be let go unless districts pick up the costs from local or state funds.
- 1.7 million children currently enjoying the benefits of learning in small classes will have to return to larger, more impersonal, instructional settings, and 1.2 million additional children would be denied the opportunity in 2001 to experience the benefits of small classes. The effects of these cuts would be felt most strongly by lower-achieving, minority, poor, and inner-city children.
- Districts would lose funds that they are now using to support local reform efforts.

CLASS SIZE REDUCTION EXAMPLES

Portland, Maine

Portland hired 7.5 teachers to reduce class size with their FY1999 Class Size Reduction allocation. In one school, class sizes were decreased from 30 in second and third grade down to 18 via a combination class. Another school also used a combination first and second grade class where the resulting class sizes declined from 24 to around 18. In another school, class size dropped from 28 in first and second to 16 in first and 20 in second. In addition, a special education combination class went from 21/22 to 19, and another special education class was reduced from 24 to 18. Another half-time special education class went from 24 to 18. Portland is experiencing a decrease in enrollment in their elementary schools, especially in kindergarten. This has freed up classroom space that has simplified the implementation of the federal Class Size Reduction Program.

Portland reports that smaller classes are supporting each teacher's ability to develop individual learning plans for each student, which is the main focus of the district's reform efforts. Smaller classes provide teachers with more opportunities to share assessment results with their students and help the students to set their own goals. Individual learning plans are much easier to create and maintain with fewer children in each room. The increased opportunity for individualized instruction is seen as the greatest benefit of small classes, and is an invaluable advantage that cannot be achieved through any other known reform. The district notes that teachers are also sharing and building upon best small class practices through increased collaboration.

Philadelphia, Pennsylvania

Philadelphia is using federal Class Size Reduction funds to address the related challenges of teacher recruitment, support for new teachers, and class-size reduction. Philadelphia has hired 265 "**literacy interns**." These are college graduates who currently lack teacher certification. Many of the literacy interns are mid-career adults making the transition to teaching. These interns received two weeks of intensive training during the summer, and now are working in classrooms alongside, and under the supervision of, fully certified teachers. Each intern is enrolled in an alternative route teacher education program, which will lead to full certification in two years. Once certified, the interns will teach in small classes. Philadelphia's strategy enables it to recruit capable people into teaching and ensure that they become fully qualified, provide an extraordinary level of mentoring and support for teachers in their first two years on the job, immediately give students the benefits of smaller instructional groups by having two adults in the classroom, and ultimately lower class size in more conventional ways.

Columbus, Ohio

Columbus has hired 58 new, fully certified teachers with its Class Size Reduction funds. The district placed these teachers in 13 high poverty, low performing schools, which reduced class size in grades 1-3 from 25 to 15. Along with the implementation of **proven models of reading instruction**, as well as a number of other school reforms, reducing class size is a central part of Columbus' efforts to turn around low-performing schools. This strategy supports the school district's primary goal of ensuring that all students can read at or above grade level by third grade. It also supports the state and school district's emphasis on school accountability by providing needed resources to help turn around low performing schools.



June 9, 2000

Teacher Quality

Proposed for FY2001

Talented, dedicated and well-prepared teachers are the key to ensuring that all children learn to the high standards that are being required by states and districts. The quality of teaching in our classrooms is the most important in-school factor in improving student achievement. The Nation faces a shortage of an estimated 2.2 million teachers over the next 10 years, and high-poverty urban and rural school districts already face great difficulty in recruiting and retaining qualified teachers. The 2001 budget would provide a total of \$1 billion specifically targeted to support improved teaching, and efforts to recruit and retain high-quality teachers. The \$1 billion includes \$40 million for activities at the national level, as well as funds for the following new teacher quality programs:

The President Has Called for \$720 Million to Support High-Quality Professional Development:

- **Teaching to High Standards** will help states and school districts implement the next generation of standards-based reform and promote professional development and school and classroom based improvements linked to state standards and assessments.
- **Early Childhood Professional Development** will train early childhood educators and caregivers in furthering children's language and literacy skills and help prevent later difficulties in learning to read.

The President Has Called for \$100 Million to Recruit and Place the Next Generation of Teachers.

- **Transition to Teaching** will provide scholarships and other support to recruit and train military personnel and other mid-career professionals as teachers in high-poverty schools and in high-need subject areas.
- **Hometown Teachers** will provide funds to school districts to encourage high school students to become teachers and to support them in their undergraduate teacher training and first years in the classroom. It will also support efforts to retain and meet the needs of current teachers.

The President Has Called for \$100 Million to Promote Rigorous Standards.

- **Teacher Quality Rewards** will reward school districts that significantly increase their percentage of fully certified and licensed teachers and that have significantly reduced the percentage of secondary teachers teaching out-of-field.
- **Higher Standards, Higher Pay** will provide grants to high-poverty school districts to help them establish teacher peer review programs and to attract and retain high-quality teachers through higher pay.

The President Has Called for \$40 Million to Strengthen School Leadership.

- **The School Leadership Initiative** will help school districts, particularly high-poverty and low-performing school districts, to recruit and train principals and other school administrators as instructional leaders.

The House and Senate Spending Bills Fail to Fund the President's \$1 billion Investment in Teacher Quality.

- The Senate bill funds only \$435 million for Teacher Quality. This funding, within the Eisenhower Professional Development State Grant, fails to make the significant, targeted investments needed to ensure a talented, dedicated and well-prepared teacher in every American classroom.
- The House bill provides *no funding* for the President's initiatives to improve teacher quality or the Eisenhower Professional Development State Grant.
- In failing to fund investments in teacher quality, the House and Senate bills:
 - Deny states and schools continuation funds for standards-based reform efforts, including standards-based assessments, curricula, and particularly professional development.
 - Deny high-poverty school districts help recruiting and retaining high-quality teachers and principals, hiring mid-career professionals as teachers, professional development for 15,000 early childhood educators to work in high-poverty communities, and creation of 20 State or regional centers to enhance professional development for 10,000 school administrators.
 - Deny 200 high-poverty school districts funds that reward them for improving teacher quality.



21st Century Community Learning Centers

The 21st Century Community Learning Center (CCLC) program, authorized under Title X, Part I, of the Elementary and Secondary Education Act, is a key component of the Administrations efforts to keep children safe and smart in the after school hours. The program provides grants to inner-city and rural public schools working in collaboration with community organizations and other educational and youth development agencies to expand learning opportunities for children and adults in a safe and healthy community school environment. Children and youth in local 21st Century programs take part in mentoring and tutoring in the core academic skills, participate in recreation and enrichment activities, such as chorus, band and the arts, and receive nutritional snacks.

The 21st Century Community Learning Centers Program Is the Fastest Growing Afterschool Program in the Country. The appropriation for the 21st Century program has grown in 3 years from \$1 million in FY1997 to \$453 million in FY2000. The FY2000 appropriation supports over 900 grants in local school districts around the country serving more than 3,600 schools. More than 650,000 children and youth participate in the program and 250,000 adults. Grants can be found in all 50 States, the District of Columbia, Puerto Rico, the Virgin Islands and Micronesia.

Although Funding for the Program Has Increased Significantly, the Public Demand for Afterschool Programs is Far Outpacing the Funding Available. In the most recent competition, 2,252 communities, requesting a total of \$1.3 billion, applied for 21st Century grants. The Department was able to fund only 310 new grants, for a total of \$186 million. Over 1,000 high-quality applications, requesting over \$600 million, were not funded.

President Clinton Has Requested \$1 Billion for 21st Century Community Learning Centers for FY2001. This funding increase is strongly justified by a recent report issued by the Departments of Education and Justice on the effectiveness of after-school programs, and by data collected by the C.S. Mott Foundation that shows that 9 out of 10 Americans want afterschool programs in their communities and believe they are a necessity. Studies by the FBI and youth-advocacy groups have found that the peak hours for juvenile crime and victimization occur in the afterschool hours and as many as 15 million children are left alone at home each week. The President's request would support:

- \$410 million in continuation funding for 804 grants serving 3,300 schools.
- A new FY2001 competition for \$590 million will fund approximately 1,360 new awards and support 6,400 new centers.
- Estimated 7,700 21st Century Community Learning Centers.
- Extended learning opportunities for 2.5 million children.

The House and Senate Spending Bills Fall \$400 million short of the President's FY2001 Request for 21st Century Community Learning Centers.

- Provide only \$600 million for 21st Century Community Learning Centers for FY2001.
- 900 fewer communities would be served than under the President's request.
- 3,100 fewer centers would be established.
- 1.6 million children would be denied extended learning opportunities in safe, drug-free environments.

21st Century Community Learning Centers Examples

The Caring Connection—Marshalltown Community School District

Partners: Fisher Controls, Mid-Iowa Community Action, Mental Health Center of Mid-Iowa, Substance Abuse Treatment Unit of Central Iowa, and Iowa Valley Community College District

The Caring Connection 21st Century Community Learning Center project provides before and after school, weekend and summer programming in two middle schools. Marshalltown has experienced significant change in the demographics of its youth over the past 10 years. Students qualifying for free and reduced lunch have increased 20 percent. Significant changes in academic achievement have accompanied this change in poverty. Local community studies show a child's participation in extracurricular activities directly relates to the family income. Children living in households of less than \$10,000, participate in 1.6 extracurricular activities yearly, while children in households of incomes of \$40,000 or more participate in 6.7 activities. Approximately 900 students, grades 6-8 and 360 adults will participate in activities such as recreation, tutoring and homework support, substance abuse and violence prevention, family outreach, and adult education. The goals of this project are to increase academic achievement, and reduce aggressive behavior and substance use.

Lights On!—Hamilton County Board of Education

Community Partners: University of Tennessee at Chattanooga, Chattanooga State Technical Community College, TN Department of Human Services, Private Industry Council, Signal Centers, City of Chattanooga, Chattanooga Nature Center, Tennessee Aquarium, WTVF Science Theater, Girls, Inc., Chattanooga Regional History Museum, Creative Discovery Museum, Chattanooga Ballet, Retired Teachers' Association, Family Resource Centers, Ballet Tennessee, Arts and Education Council, Allied Arts, Community Foundation, Memorial Hospital, Chic Beauty Salon, Parents are First Teachers, Title I, Children's Advocacy Center, Chattanooga Police Department, CARTA, Provident, First Things First, Eastside Health Department, Ryan's Steakhouse

The Hamilton County Board of Education has established 21st Century Community Learning Centers at a total of five schools (three elementary and two middle schools). These are rural and inner-city schools in neighborhoods where an average of 74 percent receive free or reduced meals; fewer than 9 percent of adults have college degrees; 48 percent of families are headed by single parent households; and juvenile delinquency, teen pregnancy, and domestic violence are common. The program serves approximately 690 students per year. These centers operate after school and during summers, offering homework assistance and tutoring, recreation and athletics, art and music programs, and cultural outings for children as well as parenting programs and adult basic education services for adults. The centers help communities strengthen families, improve parents' capacity to earn income, demonstrate the value of education to children, provide a safe haven for children, and guide the healthy development of children.

The Children's Aid Society 21st Century Community Learning Center—School District 6

Partners: Children's Aid Society, Center for Children And Technology, Columbia University, Broadway Theater Institute, New York Restoration Project, Hope For Kids School of the Arts

The Community School District 6 has built on their existing partnership with the Children's Aid Society to provide extended day, school vacation and summer services to 1495 students and 705 parents. The program uses the nationally recognized community school program to enhance existing services and develop new services for a nearby middle school, and three feeder elementary schools. Washington Heights has one of the highest crime rates and most overcrowded school districts in all of New York City. This consortium widens the umbrella of academic support by focusing on students in 4th through 8th grade -- a population who are at the greatest risk of establishing poor academic and social behavior. The goals of this program are: 1) to ensure that a minimum of 900 students in the district perform at or above grade level in reading and math; 2) to provide services to a minimum of 100 students with limited English proficiency so that they can participate in academics at their grade level; 3) to inspire future aspirations and to reduce antisocial behavior in more than 1000 students through extra-curricular activities, including sports, clubs, community service and conflict resolution programs; 4) to provide leadership and entrepreneurial programs to 300 students; 5) to provide primary medical, dental and mental health care services for students at four of the participating schools; and 6) to engage 400 parents through basic needs assistance, ESL, computer literacy, and family workshops. Both quantitative and qualitative analysis of the learning center's impact will be conducted by the Center for Children and Technology of the Educational Development Center, Inc.



June 9, 2000

GEAR UP for College

Background:

The mission of GEAR UP is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education through school reform efforts which:

- promote significant growth in student academic achievement through high standards and a rigorous academic core curriculum;
- increase student and family knowledge of postsecondary education options and financing; and
- provide professional development related to increasing academic performance and preparation for postsecondary education.

GEAR UP provides multi-year competitive grants to States and to local partnerships between postsecondary institutions, low-income middle schools and high schools, and at least two other organizations, such as businesses, community based, religious, or parent organizations, and student groups.

GEAR UP Differs from, but Complements, Existing Federal Programs in Several Significant Ways:

- GEAR UP Partnerships start earlier—no later than the 7th grade—and follow students through 12th grade to ensure that low-income students take rigorous academic courses, such as algebra by the 8th grade.
- GEAR UP serves entire grades of students to transform their schools. To support students to successfully complete college preparatory courses, integral academic support services are provided, including mentoring, tutoring, counseling, and professional development to increase the subject area knowledge of teachers and support them in their efforts to ensure high academic achievement.
- GEAR UP can provide postsecondary scholarships to students, as well as information to students and parents about postsecondary options and financial aid. GEAR UP provides early notification of student eligibility for financial aid through the 21st Century Scholar Certificates.
- GEAR UP leverages local resources and builds capacity by encouraging postsecondary institutions to partner with low-income middle schools and outside organizations. In addition, it leverages non-federal resources with a dollar-for-dollar matching requirement.
- GEAR UP grants bolster State efforts to support early college preparation programs and scholarships.
- GEAR UP is based on proven models of success, such as I Have a Dream and Project GRAD, that demonstrate the success of partnerships, school reform, and scholarships in early intervention programs. These programs have significantly improved low-income student test scores, high school graduation rates, and postsecondary enrollment rates.

In FY2000, GEAR UP Was Appropriated \$200 Million.

- These funds will support continuation of \$120 million in GEAR UP grants to 21 states and 164 partnerships involving more than 1,000 organizations as well as colleges and middle schools across the country.
- Approximately 767,000 low-income students will have the opportunity to receive mentoring, tutoring, and financial aid advice, and the support to have high expectations, stay in school, study hard, and take the rigorous academic courses needed to go to college and succeed.
- Forty states and Puerto Rico, Guam and Micronesia received a State or Partnership grant in FY1999.
- This year, a new competition for \$47 million will fund approximately 6 more State grants and 75 more Partnership grants to be awarded in September 2000.

Interest in GEAR UP Has Far Exceeded Available Funding.

In its first year, GEAR UP received 678 Partnership and State grant applications—covering all 50 States, more than 4,500 organizations, and one out of five colleges in the Nation. Only one out of four Partnership applications, and only half of the State applications, could be awarded with the available funding.

President Clinton Has Requested \$325 Million for GEAR UP for FY2001 that Would:

- Provide for at least one State or partnership grant in every eligible State and territory.
- Leverage the resources of more than 2,400 community organizations and businesses as partners.
- Provide services to some 1.4 million students.

The House and Senate Spending Bills Fall At Least \$100 Million Short of the President's FY2001 Request for GEAR UP.

- The Senate Bill provides only \$225 million for GEAR UP in FY2001, and would deny 407,000 low-income middle and high school students support to get into and succeed in college.
- The House Bill freezes GEAR UP funding at \$200 million for FY2001, and would deny GEARUP services for 644,000 low-income middle and high school students.

GEAR UP

Examples

GEAR UP in Boston: Boston Public Schools

Partners: Boston Public Schools, Harvard University, Boston University, University of Massachusetts, Boston, Northeastern University, Suffolk University, Curry College, Lesley College, Simmons College, Bunker Hill College, Roxbury College, Urban College of Boston, Action for Boston Community Development, Boston Private Industry Council, Boston Housing Authority, Center for Community Health and Education Research and Service, and the Boston Higher Education Partnership

Project Abstract: This comprehensive partnership serves a public housing cohort of 150 seventh grade students and a grade-level cohort of 1,484 students from six different middle schools. In the project's second year, an additional cohort of 1,563 students will be added to the GEAR UP beneficiaries. The goal of the partnership is to "adopt" entire seventh grades and prepare them to attend college. All schools offer a full range of GEAR UP support services including tutoring, mentoring, and college awareness for students; professional development for teachers; and outreach on postsecondary school programs and financial aid options to parents. Direct GEAR UP services include "student motivational counseling," and each GEAR UP middle school has its own on-site coordinator to arrange provisions such as tutoring, advice on college preparatory courses, social and health services, summer jobs, campus tours, and other programs. The partners work with parents through workshops, newsletters, telephone contact, and neighborhood visits to help parents reinforce their children's application of math, and to provide early and sustained college awareness. The professional development component complements and becomes an integral part of ongoing training programs to improve math and literacy skills.

Fairmont College

Partners: West Virginia University, West Virginia State GEAR UP Partner/Marshall University, West Virginia Center for Professional Development, West Virginia North Central RESA VII, West Virginia North Central Tech Prep Consortium, West Virginia North Central Science and Math Consortia, West Virginia State Department of Education - Office of Technology and Information Systems, Center for the Arts and Sciences of West Virginia, West Virginia High Technology Consortium Foundation, Kids Count Foundation of West Virginia, West Virginia Financial Aid Administrator's Association, West Virginia NASA Ames IV & V Facility, On-the-Edge, Time Warner Cable, Times West Virginian, and Federal Bureau of Investigation.

Project Abstract: This is unique partnership involving institutions of higher education, middle schools and high schools, and the Federal Bureau of Investigation, and Time Warner Cable. The Fairmont College grant will provide, over five years, 41,718 West Virginia's at-risk youth the opportunity and incentive to aspire to higher education. Activities included are after-school and weekend programs, tutoring, mentoring, college pen-pal programs, counseling, college fairs and tours, financial aid workshops, computer projects, motivational activities, contest, summer enrichment programs, field trips, leadership and learning style training, and comprehensive teacher training activities. A large percentage of parent involvement is planned as well as strong volunteer program development. The goals of this project are to increase college-going rates, increase student self-esteem, improve their academic skills and the school environments.

Project GRAD: Houston Texas

Project GRAD (Graduation Really Achieves Dreams) in Houston, Texas is a school-community collaboration established in 1993 to improve instructional quality and the school environment for Houston's at-risk, inner city children. Serving 24 schools and over 17,000 Hispanic and African-American students, Project GRAD is an extensive partnership of schools, businesses, community-based organizations, and foundations --90 percent of funds come from the private sector and individuals.

Project GRAD combines research-based curricular reform in math, reading, and language arts with comprehensive services, including tutoring, mentoring, and counseling, for children from kindergarten through high school. The project includes networks of schools -- elementary through high school -- to develop a consistent emphasis on high standards for all students. The long-term goal is to reform K-12 education so that every student is insulated from academic failure, graduates from high school and goes to college. To further promote college attendance, Project GRAD promises all 9th grade students a \$1,000 per year college scholarship if they meet basic academic criteria. The rates of high school graduation and college enrollment have quadrupled in participating Houston schools in the past several years, and students' test scores have improved dramatically.



Building Better Schools for America:

The President's School Modernization Proposal

"Today, the sun is shining on America, and the roofs that need most fixing in America are the roofs of our nation's schools. Anyone who visits schools regularly as I have will not be surprised to learn that a third of all our schools need extensive repairs or replacement. We can't expect our students to meet high academic standards if their schools don't even meet high building standards. Our New Year's resolution is to reach across party lines to help our children reach for the sky."

President Clinton, January 5, 2000

CLINTON-GORE ADMINISTRATION: MODERNIZING AMERICA'S SCHOOLS

June 16, 2000

To help communities nationwide modernize their schools, President Clinton has called on Congress to pass his school construction proposals: \$25 billion in School Modernization Bonds and \$6.5 billion in Urgent School Renovation Loans and Grants.

KEY ELEMENTS OF THE PRESIDENT'S PLAN. All students need a safe, healthy, and modern place to learn. To meet this national priority, President Clinton proposed:

- **\$25 BILLION IN SCHOOL MODERNIZATION BONDS.** President Clinton proposed \$25 billion in school construction bonds that would be interest-free for school districts and would help modernize 6,000 schools nationwide. In the U.S. House of Representatives, Reps. Charles Rangel and Nancy Johnson introduced bipartisan legislation based on the President's proposal with 185 co-sponsors. In the Senate, Sen. Charles Robb introduced a similar bill.
- **HOW SCHOOL MODERNIZATION BONDS WORK.** Bondholders would receive federal tax credits rather than interest payments from school districts, allowing districts to borrow interest-free for school construction. A similar mechanism has been used successfully for Qualified Zone Academy Bonds (QZABs). The \$25 billion would be allocated among states and school districts. Districts could use these 15-year bonds to modernize existing schools as well as build new ones. The President's proposal would cost \$2.4 billion over five years. The bill's innovative financing mechanism is a cost-effective approach to leveraging local construction that avoids a new bureaucracy.
- **\$6.5 BILLION IN LOANS AND GRANTS FOR URGENT REPAIRS.** President Clinton also proposed a \$1.3 billion initiative to make \$6.5 billion in grants and interest-free loans for emergency repairs at 5,000 schools. The initiative would help school districts repair roofs, heating and cooling systems, and electrical wiring. The assistance would be targeted to high-need districts, with the smaller amount of grant aid available for school districts unable to finance capital expenditures. Sen. Harkin and Rep. Clay have introduced urgent school repair legislation. In addition, the budget passed by the Senate Appropriations Committee includes \$1.3 billion for school construction as part of its education block grant; now, these funds need to be dedicated to construction and targeted to meet our schools' needs.

THERE IS AN URGENT NATIONAL NEED FOR SCHOOL CONSTRUCTION AND REPAIR. Communities across the country are struggling to address urgent safety and facility needs, rising student enrollments, and smaller class sizes.

- An estimated \$112 billion is needed to bring America's schools into good overall condition, according to General Accounting Office in 1995. One-third of American schools—teaching 14 million students—need extensive repair or building replacements. (*School Facilities: The Condition of America's Schools*, 1995)
- Including the costs of rising enrollments and technology infrastructure, over \$300 billion is needed, according to the National Education Association. (*Modernizing Our Schools: What Will It Cost?*, 2000)
- The average public school was built 42 years ago. About one-third of public schools were built before 1970 and haven't been renovated since at least 1980. (National Center for Education Statistics, *Condition of Education 2000*, p. 63).
- Public and elementary enrollment is expected to increase by another million students between 1999 and 2006, to a record 44.4 million elementary and secondary students. (*Condition of Education 2000*, p. 8)

CONGRESS' BUDGET PLAN IGNORES THE NEEDS OF AMERICAN SCHOOLS. In February, the Clinton-Gore Administration sent Congress a balanced and responsible budget that made investments in key education initiatives to raise standards, increase accountability, and invest in what works. This week, on June 14, the House of Representatives narrowly passed its budget on a partisan vote. This legislation is built on misguided priorities and insufficient resources.

- The House rejected the President's \$1.3 billion plan to help states and localities make emergency repairs to crumbling schools. It has also failed to act on his School Modernization Bonds proposal.
- Meanwhile, the House has passed tax cuts that would drain more than \$550 billion from the surplus. To pay for these tax cuts, the House budget would cut domestic priorities \$29 billion below the President's level, an average cut of 9 percent.
- The House bill also invests too little in other important education initiatives. It fails to strengthen accountability and turn around failing schools, reduce class size, provide funds for emergency repairs and renovating aging schools, sufficiently expand after-school opportunities, prepare more low-income students for college through GEAR UP, invest in improvements in teacher quality, and help bridge the digital divide.

THE URGENT NATIONAL NEED FOR SCHOOL CONSTRUCTION AND MODERNIZATION

Communities across the country are struggling to address critical needs to renovate existing schools and build new ones. School construction and modernization are necessary to address urgent safety and facility needs, to accommodate rising student enrollments, to help reduce class sizes, to make sure schools are accessible to all students, and to modernize buildings so they are well-equipped for the 21st century.

DELAYED REPAIRS CATCH UP WITH AMERICA'S SCHOOLS

In 1995, the GAO released a report that documented the condition of America's schools. The cost to bring the nation's schools into overall good condition was estimated at \$112 billion.

Repairs and Renovations:

- 40 percent of America's schools reported needing \$36 billion to repair or replace building features such as a roof or plumbing.
- Two-thirds of America's schools reported needing \$11 billion over a three-year period for repairs and renovations dealing with accessibility and health and safety problems such as the removal of asbestos, lead in water or paint, materials in underground storage tanks, and radon.
- 50 percent of America's schools reported unsatisfactory environmental conditions such as poor ventilation, heating or lighting problems, or poor physical security. [School Facilities: Condition of America's Schools, GAO Report HEHS-95-61, February, 1995]
- The demand for Internet services in our schools is at an all-time high. However, according to the National Center for Education Statistics (February 2000), only 39% of classrooms in our poorest schools (compared to 74% of low-poverty schools) have Internet access.

Replacement or Extensive Repairs:

- One third of America's schools needed extensive repair and building replacements at a cost of \$65 billion. These schools throughout the nation housed about 14 million students. [School Facilities: Conditions of America's Schools, GAO Report HEHS-95-61, February, 1995]
- In addition, the National Center for Education Statistics reported in 1999 that America's schools are wearing out. The average public school in America is 42 years old, and school buildings begin rapid deterioration after 40 years. [How Old Are America's Schools?, National Center for Education Statistics, January, 1999.]

ENROLLMENTS ARE RISING

In August of 1999, the Department of Education released a Back to School Special Report on the Baby Boom Echo entitled *No End in Sight*. Its findings included:

- **A record 53.2 million children are enrolled in public and private elementary and secondary schools today.** This number will reach 54.2 million by 2009.
- **Unlike at the end of the "baby boom" of the 1950s and 1960s, when the number of births dropped, in the early 1970s, the number of births is not projected to fall off,** but to increase slowly for the next 10 years. Long-range projections by the U.S. Bureau of the Census indicate that the number of births will continue to rise thereafter, from 4.2 million in 2009 to 4.8 million in 2028.

INADEQUATE SCHOOL FACILITIES UNDERMINE STUDENT LEARNING

A growing body of research has linked student achievement and behavior to the physical building conditions and overcrowding. Good facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school.

- Studies of schools in the District of Columbia, rural and urban Virginia, and North Dakota found higher test scores in schools in better condition. Students in poor school buildings scored five to 11 percent lower on standardized tests. One study found that poorer achievement was associated with specific building features such as substandard science facilities, air conditioning, locker conditions, classroom furniture, more graffiti, and noisy external environments (See Edwards, 1992; Cash 1993; Hines 1996; and Earthman, 1996).
- Heating and air conditioning systems, facilities like science laboratories and equipment, and color and interior painting appear to be very important to student achievement. Proper building maintenance is also related to better attitudes and fewer disciplinary problems (McGuffey, 1982).
- Research also indicates that the quality of air inside public school facilities may significantly affect students' ability to concentrate. The evidence suggests that youth, especially those under ten years of age, are more vulnerable than adults to the types of contaminants (asbestos, radon, and formaldehyde) found in some school facilities (Andrews and Neuroth, 1988).
- A Carnegie Foundation (1988) report on urban schools concluded, "the tacit message of the physical indignities in many urban schools is not lost on students. It bespeaks neglect, and students' conduct seems simply an extension of the physical environment that surrounds them." Poplin and Weeres (1992) reported that, based on an intensive study of teachers, administrators, and students in four schools, "the depressed physical environment of many schools. . . is believed to reflect society's lack of priority for these children and their education."
- Where the problems with working conditions are serious enough to impinge on the work of teachers, they result in higher absenteeism, reduced levels of effort, lower effectiveness in the classroom, low morale, and reduced job satisfaction. Where working conditions are good, they result in enthusiasm, high morale, cooperation, and acceptance of responsibility (Corcoran et al., 1988).
- A study of overcrowded schools in New York City found that students in such schools scored significantly lower on both mathematics and reading exams than did similar students in underutilized schools. In addition, when asked, students and teachers in overcrowded schools agreed that overcrowding negatively affected both classroom activities and instructional techniques (Rivera-Batiz and Marti, 1995).

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A Bipartisan Agreement to Repair, Modernize, and Build Schools Tax Credit Bonds for Better Classrooms

"A modern, well-equipped learning environment is essential for student achievement. With schools falling apart and students falling behind, it's clear that we must make this investment today if we are to turn our schools around."
Representative Nancy Johnson, March 22, 2000

"If we are to continue to prosper economically and as a democracy, America must have an education policy that includes all of our kids. . . With nine out of ten American families sending children to public schools, the focus should be on improving facilities and smaller class sizes for every child."
Representative Charles Rangel, March 22, 2000

Bipartisan Compromise Based on President's Proposal

President Clinton has proposed school modernization bonds for three years in a row. On March 21, 2000, Representatives Nancy Johnson and Charles Rangel announced a bipartisan compromise between their respective school modernization bills (H.R. 1660 and H.R. 1760). On March 28, 2000, they introduced H.R. 4094 *America's Better Classrooms Act* which included 115 Democrat and Republican co-sponsors. The very next day, President Clinton committed to signing this legislation if passed by Congress.

This new legislation would provide federal tax credits to pay the interest on \$24.8 billion of school modernization bonds. Repairing and reconstructing our nation's public schools is critical to insure that students are taught in safe, healthy, and modern learning environments. In 1995, the GAO released a report which identified a cost of \$112 billion to bring our Nation's schools into good, overall condition. In communities throughout the country, children are being asked to learn in schools that are overcrowded, run-down, obsolete, and hazardous to their health. States and school districts could use these 15-year bonds to repair and modernize existing schools as well as build new ones.

Of the \$24.8 billion, \$400 million will be provided for use by the Bureau of Indian Affairs schools, \$2.4 billion would be provided for an expansion of the existing Qualified Zone Academy Bonds program, and the remaining \$22 billion would be distributed as follows:

- 60% (\$13.2 billion) would be allocated to states based on enrollment and
- 40% (\$8.8 billion) would be allocated directly to the 125 school districts with the largest number of low-income children.

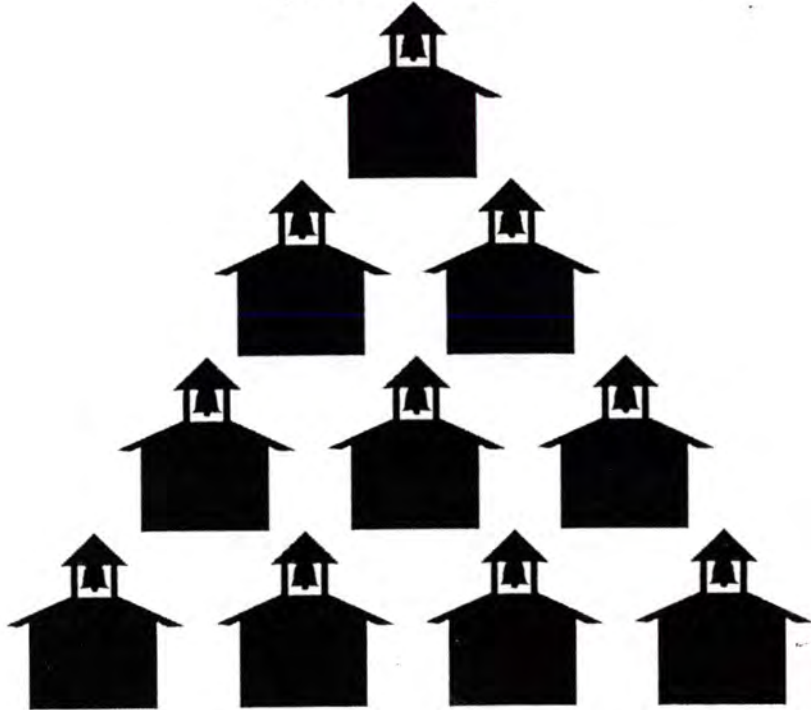
The Joint Committee on Taxation estimated this proposal would cost \$1.76 billion over five years. The bill's innovative financing mechanism is a cost-effective approach that would leverage nearly \$25 billion in school repairs and new construction, while avoiding the creation of new federal programs or bureaucracy.

States and School Districts Could Receive Much Needed Financing Assistance

Under this plan, the savings to states and local school districts would be substantial, as the interest paid on a 15-year bond can be as much as half of the total repayment amount. Although states will be required to submit a plan which reflects how the bonding authority will be allocated, all decisions regarding which schools to build or repair would be left to states and local school districts. The federal role is limited to allocating the bonds among states and the 125 school districts and providing tax-credits in lieu of interest payments to bond holders.

Rebuilding America's Schools

Johnson-Rangel Plan: **House Ways and Means Plan:**
(H.R. 4094) (Based on H.R. 7)



6,000 Schools Built and Modernized
(\$24.8 billion in School Modernization Bonds)

Only 644 Schools Built and Modernized
(Expanded benefits for tax-exempt bonds used for
school construction)

NOTE: Based on a 10-year period. One schoolhouse represents 644 build or modernized schools.

SOURCE: U.S. Department of Treasury and U.S. Department of Education, March 2000

School Modernization Bonds

H.R. 4094, the Johnson-Rangel compromise, helps communities leverage more dollars for school construction or renovation by:

1. Providing federal income tax credits to bondholders in lieu of interest payments made by communities; and
2. Ensuring that communities use any earnings on temporary investment of unexpended bond proceeds for school construction or renovation.

H.R. 7, the House Ways and Means proposal, expands two exceptions to the general tax rule that arbitrage earnings on the proceeds of tax-exempt bonds be rebated to the federal government. (Arbitrage is the practice of delaying construction and investing the funds raised from bonds to earn more interest than they are paying on the bond.)

1. Extending the period during which arbitrage earnings may be retained (and used for school construction purposes) from two years to four years for school construction bonds; and
2. Expanding the additional amount of school construction bonds on which small issuers may retain arbitrage (used for any governmental purpose) from \$5 million to \$10 million.

The benefits of the proposal depend upon stretching out the time between the issuance of school bond and the use of the proceeds for construction or renovation.

The amount of additional funds for school modernization made available by the two proposals was calculated in a two-step process. First, since both proposals would assist communities in the issuance of school bonds, the value to the community of each proposal was calculated per \$1000 bond.¹ Because the two proposals would deliver their respective benefits over different periods of time, the benefit figures were then discounted to present value.² The benefit figures per \$1000 bond calculated in this manner are \$624.77 for H.R. 4094, the Johnson-Rangel compromise, \$8.62 for H.R. 7, the Ways and Means proposal, to extend the period of the current general exemption from arbitrage rebate for construction bonds, and \$13.93 for their proposal to expand the small-issuer exemption from the arbitrage rebate requirement in the tax code.

Second, the two proposals would also apply to different potential volumes of school bonds. Therefore, the benefit numbers per \$1000 bond were then multiplied by the estimated maximum number of bonds to which the proposals could be applicable, with no increase in debt service costs to local communities over 1998 levels.³ The resulting numbers for the H.R. 7 provisions were then combined. The total benefit numbers calculated in this manner are \$15.5 billion for H.R. 4094, the Johnson-Rangel compromise, and \$1.7 billion for H.R. 7.

¹ The debt-service reductions on a \$1000 15-year 5-percent tax-credit bond from the no-interest aspect of H.R. 4094, the Johnson-Rangel compromise, were calculated by subtracting level annual payments of \$42.96 into a sinking fund earning 6 percent from level annual payments of \$65.05 on a \$1000 30-year 5-percent tax-exempt bond. The present value of the savings is \$555.13. The temporary-investment earnings on unexpended bond proceeds were calculated at an assumed rate of 5 percent on an average construction fund balance over three years of \$500 per \$1000 bond. The present value of these earnings is \$69.94. The additional arbitrage income from the Ways and Means proposal has been calculated on an assumed 1-percentage-point spread between the earnings rate and the interest rate on the bonds on an average construction fund balance over four years (three with respect to small-issuer bonds) of \$500 per \$1000 bond.

² All present values were calculated using a tax-exempt rate of 5 percent.

³ Because H.R. 4094, the Johnson-Rangel compromise, is for \$24.8 billion of new tax-credit bonds, the present value per \$1000 was multiplied by 24.8 million. Because the Ways and Means proposal to liberalize the arbitrage rules for tax-exempt school bonds would theoretically apply to all new bonds, the present value of additional arbitrage earnings per \$1000 bond was multiplied by 10 years of issuance at an assumed annual rate equal to the 1998 actual rate of \$23.4 billion. For this purpose, it was assumed that half of the estimated 1998 volume of \$3.7 billion entitled to the expansion of the small-issuer exemption would take advantage of it, and the other half would utilize the proposed 2-year extension of the time period for retaining arbitrage earnings.

PROPOSED SCHOOL RENOVATION PROGRAM FOR URGENT PROJECTS

"We know we must connect all our classroom to the Internet. And we're getting there . . . But we cannot finish the job when a third of all our schools are in serious disrepair. Many of them have walls and wires so old they're too old for the Internet. So tonight I propose to help 5,000 schools a year make immediate and urgent repairs."

President Clinton, State of the Union Address, January 27, 2000

The President's Urgent School Renovation program would use \$1.3 billion and leverage \$6.5 billion to help local school districts renovate their buildings. A 1995 GAO report found about 28 million students attended 60% of the Nation's schools that reported having one or more building features, such as roofs, plumbing, and heating and cooling systems, needing to be extensively repaired, overhauled, or replaced. Forty-five percent of these schools had multiple features in need of repair.

- The President's program would leverage nearly \$6.7 billion of renovation projects (approximately 5,000 schools) in high-need school districts with little or no capacity to fund urgent repairs.
- The program would leverage \$34.5 billion over five years, enough to repair 25,000 of the Nation's 100,000 schools.

PROJECTS ELIGIBLE UNDER THE SCHOOL RENOVATION PROGRAM

The President's School Renovation program is part of a larger school modernization package. The School Renovation program is designed to assist local school districts with emergency renovation projects such as repairs to roofs, heating or cooling systems, plumbing or electrical systems. These repairs can help make schools safer and more energy efficient, as well as improve access to technology. The proposed School Modernization Bonds are intended to complement this new proposal and to support school districts with major renovation projects, such as adding a new wing or the construction of new school buildings.

THE SCHOOL RENOVATION PROGRAM BENEFITS: LOANS AND GRANTS

The School Renovation program would provide interest-free federal loans and grants to needy school districts to fund urgent renovations.

- The loan program would be targeted to those districts unable to finance the interest cost associated with facilities renovation.
- The smaller grant program would provide direct funding to the neediest school districts unable to finance the capital expenditures associated with school renovation.

TARGETS FUNDS TO THOSE MOST IN NEED

Of the \$1.3 billion under this School Renovation Program, funds will be distributed as follows:

- \$1.125 billion would be provided to fund a loan program to leverage approximately \$6.5 billion in 7-year no-interest loans.
- \$125 million in grants would be provided to other high-need school districts with little or no capacity to borrow money for emergency repairs.
- \$50 million would be provided to school districts that have 50 percent or more of their children in average daily attendance residing on Indian lands.

Rebuilding America's Schools

President Clinton's Plan:



6,000 Schools Built and Modernized
(\$24.8 billion in School Modernization Bonds)



25,000 Schools Repaired
(Over \$34 billion in loans and grants)

The Republican Alternative: (Based on the 1999 Conference Agreement)



644 Schools Built and Modernized
(Expanded benefits for tax-exempt bonds used for school construction)



No Schools Repaired

NOTE: Based on a 10-year period. One schoolhouse represents 1,000 build or modernized schools and one hammer represents 5,000 schools repaired.

SOURCE: U.S. Department of Treasury and U.S. Department of Education, January 2000

School Modernization Bonds

President Clinton's proposal helps communities leverage more dollars for school construction or renovation by:

1. Providing federal income tax credits to bondholders in lieu of interest payments made by communities; and
2. Ensuring that communities use any earnings on temporary investment of unexpended bond proceeds for school construction or renovation.

The Senate Republican proposal (S. 1134) expands support for school construction by:

1. Expanding the additional amount of school construction bonds on which small issuers may retain arbitrage (used for any governmental purpose) from \$5 million to \$10 million. (Arbitrage is the practice of delaying construction and investing the funds raised from bonds to earn more interest than they are paying on the bond);
2. Allowing private activity bonds to be issued to finance school construction in elementary and secondary public schools that are owned by the private sector; and
3. Allowing Federal Home Loan Banks (FHLB) to guarantee up to \$500 million per year in school construction bonds, subject to the enactment of subsequent legislation granting FHLB authority to enter into these guarantees.

The amount of additional funds for school modernization made available by the two proposals was calculated in a two-step process. First, since both proposals would assist communities in the issuance of school bonds, the value to the community of each proposal was calculated per \$1000 bond.¹ Because the two proposals would deliver their respective benefits over different periods of time, the benefit figures were then discounted to present value.² The benefit figures per \$1000 bond calculated in this manner are \$624.77 for the President's proposal and \$13.93 for the proposal to expand the small-issuer exemption from the arbitrage rebate requirement in the tax code. This calculation assumes no increase in debt service costs to local communities over 1998 levels. As a result, it does not take account of the additional cost or subsidy that might result from increased bond volume under either proposal. No subsidy value has been placed on the proposal for private activity bonds because these activities are already permissible with municipal tax-exempt bonds and this calculation assumes no increase in debt service costs. No subsidy value has been placed on the proposal for FHLB guarantees because of the absence of authorizing legislation.

Second, the two proposals would also apply to different potential volumes of school bonds. Therefore, the benefit numbers per \$1000 bond were then multiplied by the estimated maximum number of bonds to which the proposals could be applicable, with no increase in debt service costs to local communities over 1998 levels.³ The resulting numbers for the two Senate Republican proposals were then combined. The total benefit numbers calculated in this manner are \$15.5 billion for the President's proposal and \$515 million for that of the Republicans.

Loans and Grants for Urgent School Repair and Renovation

To address the urgent need for immediate school renovation in needy communities, President Clinton's proposal would provide roughly \$6.7 billion in loans and grants in FY 2001 (and \$33.5 billion over FY 2001-05). The loans and grants would finance the renovation of high-need schools, such as repairs to roofs, electrical wiring, heating and cooling systems, and plumbing. Specifically, President Clinton's proposal provides \$175 million in grants for the neediest school districts for emergency renovations and roughly \$6.5 billion in loans. The Office of Management and Budget estimates that the proposal would repair roughly 25,000 schools.

The Republicans have not proposed any similar initiative to address the nation's immediate school-repair needs.

¹ The debt-service reductions on a \$1000 15-year 5-percent tax-credit bond from the no-interest aspect of the President's proposal were calculated by subtracting level annual payments of \$42.96 into a sinking fund earning 6 percent from level annual payments of \$65.05 on a \$1000 30-year 5-percent tax-exempt bond. The present value of the savings is \$555.13. The temporary-investment earnings on unexpended bond proceeds were calculated at an assumed rate of 5 percent on an average construction fund balance over three years of \$500 per \$1000 bond. The present value of these earnings is \$69.94. The additional arbitrage income from the Republicans' proposal has been calculated on an assumed 1-percentage-point spread between the earnings rate and the interest rate on the bonds on an average construction fund balance over three years of \$500 per \$1000 bond.

² All present values were calculated using a tax-exempt rate of 5 percent.

³ Because the President's proposal is for \$24.8 billion of new tax-credit bonds, the present value per \$1000 was multiplied by 24.8 million. Because the Republicans' proposal to liberalize the arbitrage rules for tax-exempt school bonds would theoretically apply to all new bonds, the present value of additional arbitrage earnings per \$1000 bond was multiplied by 10 years of issuance at an assumed annual rate equal to the 1998 actual rate of 3.7 billion entitled to the expansion of the small-issuer exemption.



FOR RELEASE
April 4, 2000

Contact: John Emekli or Mary Stanik
(202) 401-3026

STATES DUE \$24.8 BILLION TO BUILD NEW AND REPAIR CRUMBLING SCHOOLS

The U.S. Department of Education today released state-by-state estimates of the amounts that would be authorized under H.R. 4094, a bipartisan bill introduced by U.S. Reps. Nancy Johnson, R-Conn., and Charles Rangel, D-N.Y. The legislation would allocate \$24.8 billion in bonds to help communities build and modernize up to 6,000 schools. President Clinton is committed to signing the legislation if passed by Congress.

"From the Bronx to Los Angeles, our nation's schools face serious overcrowding and are in disrepair," said U.S. Secretary of Education Richard W. Riley. "In the three years since the President asked the Congress to address this pressing need, conditions have only gotten worse. It is time for Congress to approve urgently needed school renovation. Schools districts -- whether they are rural, urban or suburban -- need the help."

A 1995 GAO report found that \$112 billion was needed to bring America's existing schools into acceptable condition. A recent GAO report found that despite increased school construction expenditures at the state and local levels, less than one-fifth of construction spending was used to renovate or repair existing schools.

Studies conducted in the 1990s suggest that inadequate building conditions -- such as crumbling plaster, poor ventilation, broken toilets and inadequate lighting -- affect student achievement as well as the health, safety and morale of students and staff.

H.R. 4094 authorizes states and school districts to use a new type of bond, a tax-credit

bond, for school construction, renovation and modernization projects. Through tax-credit bonds, the federal government pays the interest to the bondholder in the form of a tax credit, relieving the community of this expense. Because interest payments can equal up to 50 percent of the cost of issuing bonds for school construction, this results in a substantial savings to states and/or local communities.

The tax-credit bonds are modeled after the Qualified Zone Academy Bonds (QZABs) created by Congress in 1997. Currently, 21 states have issued (or are in the process of issuing) QZABs. However, these bonds can only be used for renovations and repairs, while H.R. 4094 permits tax-credit bonds to also be used for new construction.

"I have visited schools where roofs are leaking, teachers are trying to teach in converted janitors' closets, and faulty electrical systems that don't allow adequate lighting, let alone modern computers," Riley said. "This is unacceptable. Parents want their children to go to safe, healthy and modern schools."

Elementary and secondary enrollment, already at a record 53.2 million, is expected to reach 54.2 million by 2009. In addition to the existing schools in need of renovation and repairs, at least 2,400 new public schools will be needed by 2003 to accommodate rising enrollments and to relieve overcrowding. Furthermore, a 1999 report from the National Center for Education Statistics noted that the average public school in America is 42 years old.

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NOTE TO EDITORS: Following are state-by-state estimates. Large school district estimates are available at <http://www.ed.gov/inits/construction/state-by-state.pdf>.

School Construction Initiative

Distribution of \$24.8 Billion In Bonding Authority

Initial Estimates for H.R. 4094^{1,2}

State	Estimated Allocations (000s)
Alabama	\$354,922
Alaska	53,398
Arizona	337,448
Arkansas	183,516
California	3,109,598
Colorado	296,358
Connecticut	292,085
Delaware	49,070
D.C.	88,904
Florida	1,188,467
Georgia	654,051
Hawaii	77,438
Idaho	93,409
Illinois	1,221,868
Indiana	459,436
Iowa	196,453
Kansas	196,866
Kentucky	295,249
Louisiana	473,051
Maine	84,355
Maryland	395,270
Massachusetts	467,254
Michigan	1,006,867
Minnesota	378,952
Mississippi	237,537
Missouri	452,673
Montana	65,077
Nebraska	131,275
Nevada	92,951
New Hampshire	80,802
New Jersey	660,175
New Mexico	157,627
New York	2,476,435
North Carolina	488,119
North Dakota	46,596
Ohio	1,019,626
Oklahoma	277,839
Oregon	235,626
Pennsylvania	1,044,126
Puerto Rico	378,751
Rhode Island	90,648
South Carolina	284,932
South Dakota	56,180
Tennessee	421,577
Texas	1,998,390
Utah	175,947
Vermont	42,022
Virginia	422,902

Washington	402,308
West Virginia	123,951
Wisconsin	491,648
Wyoming	38,712
American Samoa	15,178
Guam	8,926
Northern Marianas	14,027
Virgin Islands	13,132
BIA	400,000
TOTAL	\$24,800,000

Notes:

1 Based on best available data as of March 24, 2000.

2 Of the total \$24.8 billion in bonding authority proposed, \$2.4 billion would be in Qualified Zone Academy Bonds, distributed to states based on Title I Basic Grant shares, and the remaining \$22.4 billion in School Construction Bonds would be dispersed as follows:

- \$400 million would be set-aside for Bureau of Indian Affairs schools,
- \$8.8 billion would go to the 125 school districts with the largest number of children in poverty based on their Title I Basic Grant shares,
- the remaining \$13.2 billion would be distributed to States, including Puerto Rico, based on population ages 5-17 (outlying areas, however, receive funds in proportion to their share of the population in poverty).

CONDITION OF AMERICA'S PUBLIC SCHOOL FACILITIES: 1999

The report published by the National Center for Education Statistics (NCES) provides national data about the condition of public schools in 1999 based on a survey conducted using the NCES Fast Response Survey System (FRSS). The FRSS results based on a nationally representative sample indicate that even though most school facilities are in good condition, many are in less than adequate condition, and 3.5 million children attend schools where at least one building is non-operational or significantly substandard. The report provides information about the condition of school facilities, school plans for renovations, the age of public schools, and overcrowding. Key findings include the following:

- Three-quarters of schools reported needing to spend money on repairs, renovations, or modernizations to put the school's buildings or building features into good overall condition.
 - ◊ The total amount needed for this work was estimated to be \$127 billion.
 - ◊ Among the schools needing to spend money, the average dollar amount needed per school was about \$2.2 million.
- Twenty-four percent of schools reported that at least one type of building was in less than adequate condition. Approximately 11 million children were enrolled in about 19,000 schools reporting at least one type of onsite building in less than adequate condition.
- Fifty percent of schools reported that at least one of nine building features (roofs; framing, floors, and foundations; exterior walls, finishes, windows, and doors; interior finishes and trim; plumbing; heating, ventilation and air conditioning; electric power; electrical lighting; and life safety features) at the school was in less than adequate condition. Schools in central cities and schools with the highest concentration of poverty were most likely to report at least one building feature as less than adequate.
- Twenty percent of schools rated the condition of their life safety features (e.g., fire alarms and sprinkler systems) as less than adequate.
- Ventilation was the environmental condition most likely to be reported unsatisfactory. One-fourth of schools reported needing air-conditioning. Schools in rural areas and small towns were more likely than schools in large towns and urban fringe areas to report that at least one of their environmental conditions was unsatisfactory.
- Over half of the schools reporting less than adequate conditions of at least one building feature had no plans for improvement.
- The most accurate indication of a school's age is not the actual age of the building, but the functional age, which takes into account the history of its maintenance and renovations. The functional age is defined as the age of the school based on the year of the most recent renovation or the year of construction of the main instructional buildings if no renovation has occurred. The average age of public schools in 1999 was 40 years, based on years since original construction. The average functional age of schools was 16 years. Schools that were relatively old in terms of functional age were more likely than newer schools to report inadequate or unsatisfactory conditions.
- About a quarter, 17,400 schools, were overcrowded (enrollment more than 5 percent above their capacity). Large schools were more likely than other schools to be seriously overcrowded, and small schools were most likely to be seriously underenrolled. Schools with a high minority enrollment (more than 50 percent) were most likely to be seriously overcrowded. Schools that were classified as overcrowded were more likely than other schools to report that at least one type of onsite building was in less than adequate condition. 36 percent of schools reported using portable classrooms, and 20 percent reported using temporary buildings. Most reported using portable and temporary instructional space as a result of overcrowding.

This report can be found at <http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000032>

MEETING THE NEED: HOW TO GET AMERICA'S SCHOOLS IN GOOD CONDITION

Condition of America's Public School Facilities: 1999 Indicates Schools Need \$127 Billion for Repairs, Renovations, and Modernizations to Put Schools into Overall Good Condition

Of the Nation's 78,300 regular public schools, 50% of schools reported at least one of their building features was in less than adequate condition: about 39,150 schools.

PRESIDENT'S PROPOSAL

The President's School Construction proposal prepares to meet this need by building and modernizing 31,000 Schools.

\$24.8 billion in School Modernization Bonds Builds and Modernizes 6,000 schools

\$1.3 billion in School Renovation Loan and Grant Program leverages \$33.5 billion over five years and Builds and Modernizes 25,000 schools.

HOUSE LEADERSHIP'S PROPOSAL

The House Republican Ways and Means Plan (based on H.R. 7) prepares to meet this need by building and modernizing only 644 schools (expanded benefits for tax-exempt bonds used for school construction.)

SENATE LEADERSHIP'S PROPOSAL

The Senate Republican Alternative (based on S. 1134) prepares to meet this need by building and modernizing only 198 schools (expanded benefits for tax-exempt bonds used for school construction.)

CLINTON-GORE ADMINISTRATION: MODERNIZING AMERICA'S SCHOOLS

June 16, 2000

To help communities nationwide modernize their schools, President Clinton has called on Congress to pass his school construction proposals: \$25 billion in School Modernization Bonds and \$6.5 billion in Urgent School Renovation Loans and Grants.

KEY ELEMENTS OF THE PRESIDENT'S PLAN. All students need a safe, healthy, and modern place to learn. To meet this national priority, President Clinton proposed:

- **\$25 BILLION IN SCHOOL MODERNIZATION BONDS.** President Clinton proposed \$25 billion in school construction bonds that would be interest-free for school districts and would help modernize 6,000 schools nationwide. In the U.S. House of Representatives, Reps. Charles Rangel and Nancy Johnson introduced bipartisan legislation based on the President's proposal with 185 co-sponsors. In the Senate, Sen. Charles Robb introduced a similar bill.
- **HOW SCHOOL MODERNIZATION BONDS WORK.** Bondholders would receive federal tax credits rather than interest payments from school districts, allowing districts to borrow interest-free for school construction. A similar mechanism has been used successfully for Qualified Zone Academy Bonds (QZABs). The \$25 billion would be allocated among states and school districts. Districts could use these 15-year bonds to modernize existing schools as well as build new ones. The President's proposal would cost \$2.4 billion over five years. The bill's innovative financing mechanism is a cost-effective approach to leveraging local construction that avoids a new bureaucracy.
- **\$6.5 BILLION IN LOANS AND GRANTS FOR URGENT REPAIRS.** President Clinton also proposed a \$1.3 billion initiative to make \$6.5 billion in grants and interest-free loans for emergency repairs at 5,000 schools. The initiative would help school districts repair roofs, heating and cooling systems, and electrical wiring. The assistance would be targeted to high-need districts, with the smaller amount of grant aid available for school districts unable to finance capital expenditures. Sen. Harkin and Rep. Clay have introduced urgent school repair legislation. In addition, the budget passed by the Senate Appropriations Committee includes \$1.3 billion for school construction as part of its education block grant; now, these funds need to be dedicated to construction and targeted to meet our schools' needs.

THERE IS AN URGENT NATIONAL NEED FOR SCHOOL CONSTRUCTION AND REPAIR. Communities across the country are struggling to address urgent safety and facility needs, rising student enrollments, and smaller class sizes.

- An estimated \$112 billion is needed to bring America's schools into good overall condition, according to General Accounting Office in 1995. One-third of American schools—teaching 14 million students—need extensive repair or building replacements. (*School Facilities: The Condition of America's Schools*, 1995)
- Including the costs of rising enrollments and technology infrastructure, over \$300 billion is needed, according to the National Education Association. (*Modernizing Our Schools: What Will It Cost?*, 2000)
- The average public school was built 42 years ago. About one-third of public schools were built before 1970 and haven't been renovated since at least 1980. (National Center for Education Statistics, *Condition of Education 2000*, p. 63).
- Public and elementary enrollment is expected to increase by another million students between 1999 and 2006, to a record 44.4 million elementary and secondary students. (*Condition of Education 2000*, p. 8)

CONGRESS' BUDGET PLAN IGNORES THE NEEDS OF AMERICAN SCHOOLS. In February, the Clinton-Gore Administration sent Congress a balanced and responsible budget that made investments in key education initiatives to raise standards, increase accountability, and invest in what works. This week, on June 14, the House of Representatives narrowly passed its budget on a partisan vote. This legislation is built on misguided priorities and insufficient resources.

- The House rejected the President's \$1.3 billion plan to help states and localities make emergency repairs to crumbling schools. It has also failed to act on his School Modernization Bonds proposal.
- Meanwhile, the House has passed tax cuts that would drain more than \$550 billion from the surplus. To pay for these tax cuts, the House budget would cut domestic priorities \$29 billion below the President's level, an average cut of 9 percent.
- The House bill also invests too little in other important education initiatives. It fails to strengthen accountability and turn around failing schools, reduce class size, provide funds for emergency repairs and renovating aging schools, sufficiently expand after-school opportunities, prepare more low-income students for college through GEAR UP, invest in improvements in teacher quality, and help bridge the digital divide.

NEW GRANTS INFORMATION RESOURCES AVAILABLE ON DEPARTMENT OF EDUCATION WEBSITE

In order to help current and prospective grantees, other education community members, elected officials and policymakers obtain useful information about U.S. Department of Education Competitive Grant Programs and Grantees, the following new resources have been made available on the Department's website (www.ed.gov):

STATE BY STATE LISTING OF COMPETITIVE GRANTS RECIPIENTS.

While it has been possible to obtain information on the amount of funding received by individual states under Department of Education formula grants programs, it has been much more difficult to receive state by state information for the Department's competitive grants programs. This document provides a state by state listing of grantees, including grant amounts, for major Department of Education FY2000 competitive grants programs for each state and eligible territory. In addition to showing the impact of the Department's competitive grants programs for individual states, these listings can also be useful in identifying sites for local events highlighting education and Department Initiatives. Programs highlighted in this document include:

- 21st Century Community Learning Centers
- Advanced Placement Incentive
- Bilingual Professional Development
- Class Size Reduction
- Community Technology Centers
- Comprehensive School Reform Demonstration
- English Literacy/Civics Education
- GEAR UP
- Learning Anytime Anywhere Partnerships
- Middle School Coordinators
- New American High Schools
- Preparing Tomorrow's Teachers to Use Technology
- Public Charter Schools
- Reading Excellence
- Safe Schools/Healthy Students
- Teacher Quality Enhancement
- Technology Innovation Challenge
- TRIO Programs

This document is updated regularly to reflect new grant announcements, and is available on-line at: www.ed.gov/inits/FY2000/grants/

FY2000 INITIATIVES AND FUNDING OPPORTUNITIES UPDATE

This document provides a brief explanation of major Department of Education programs holding new competitions in FY2000, including funding levels, application and expected announcement timelines and contact information. This document is updated regularly to reflect new grant announcements, and is available on-line at: www.ed.gov/inits/FY2000/summary.html

ADDITIONAL RESOURCES

In addition to these resources, more extensive information on Department of Education Grants Programs, including links to program websites, is available on the Department's Initiatives website at: <http://www.ed.gov/inits/FY2000/index.html>

CONDITION OF AMERICA'S PUBLIC SCHOOL FACILITIES: 1999

The report published by the National Center for Education Statistics (NCES) provides national data about the condition of public schools in 1999 based on a survey conducted using the NCES Fast Response Survey System (FRSS). The FRSS results based on a nationally representative sample indicate that even though most school facilities are in good condition, many are in less than adequate condition, and 3.5 million children attend schools where at least one building is non-operational or significantly substandard. The report provides information about the condition of school facilities, school plans for renovations, the age of public schools, and overcrowding. Key findings include the following:

- Three-quarters of schools reported needing to spend money on repairs, renovations, or modernizations to put the school's buildings or building features into good overall condition.
 - ◊ The total amount needed for this work was estimated to be \$127 billion.
 - ◊ Among the schools needing to spend money, the average dollar amount needed per school was about \$2.2 million.
- Twenty-four percent of schools reported that at least one type of building was in less than adequate condition. Approximately 11 million children were enrolled in about 19,000 schools reporting at least one type of onsite building in less than adequate condition.
- Fifty percent of schools reported that at least one of nine building features (roofs; framing, floors, and foundations; exterior walls, finishes, windows, and doors; interior finishes and trim; plumbing; heating, ventilation and air conditioning; electric power; electrical lighting; and life safety features) at the school was in less than adequate condition. Schools in central cities and schools with the highest concentration of poverty were most likely to report at least one building feature as less than adequate.
- Twenty percent of schools rated the condition of their life safety features (e.g., fire alarms and sprinkler systems) as less than adequate.
- Ventilation was the environmental condition most likely to be reported unsatisfactory. One-fourth of schools reported needing air-conditioning. Schools in rural areas and small towns were more likely than schools in large towns and urban fringe areas to report that at least one of their environmental conditions was unsatisfactory.
- Over half of the schools reporting less than adequate conditions of at least one building feature had no plans for improvement.
- The most accurate indication of a school's age is not the actual age of the building, but the functional age, which takes into account the history of its maintenance and renovations. The functional age is defined as the age of the school based on the year of the most recent renovation or the year of construction of the main instructional buildings if no renovation has occurred. The average age of public schools in 1999 was 40 years, based on years since original construction. The average functional age of schools was 16 years. Schools that were relatively old in terms of functional age were more likely than newer schools to report inadequate or unsatisfactory conditions.
- About a quarter, 17,400 schools, were overcrowded (enrollment more than 5 percent above their capacity). Large schools were more likely than other schools to be seriously overcrowded, and small schools were most likely to be seriously underenrolled. Schools with a high minority enrollment (more than 50 percent) were most likely to be seriously overcrowded. Schools that were classified as overcrowded were more likely than other schools to report that at least one type of onsite building was in less than adequate condition. 36 percent of schools reported using portable classrooms, and 20 percent reported using temporary buildings. Most reported using portable and temporary instructional space as a result of overcrowding.

This report can be found at <http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000032>

CLINTON-GORE ADMINISTRATION: MODERNIZING AMERICA'S SCHOOLS

June 16, 2000

To help communities nationwide modernize their schools, President Clinton has called on Congress to pass his school construction proposals: \$25 billion in School Modernization Bonds and \$6.5 billion in Urgent School Renovation Loans and Grants.

KEY ELEMENTS OF THE PRESIDENT'S PLAN. All students need a safe, healthy, and modern place to learn. To meet this national priority, President Clinton proposed:

- **\$25 BILLION IN SCHOOL MODERNIZATION BONDS.** President Clinton proposed \$25 billion in school construction bonds that would be interest-free for school districts and would help modernize 6,000 schools nationwide. In the U.S. House of Representatives, Reps. Charles Rangel and Nancy Johnson introduced bipartisan legislation based on the President's proposal with 185 co-sponsors. In the Senate, Sen. Charles Robb introduced a similar bill.
- **HOW SCHOOL MODERNIZATION BONDS WORK.** Bondholders would receive federal tax credits rather than interest payments from school districts, allowing districts to borrow interest-free for school construction. A similar mechanism has been used successfully for Qualified Zone Academy Bonds (QZABs). The \$25 billion would be allocated among states and school districts. Districts could use these 15-year bonds to modernize existing schools as well as build new ones. The President's proposal would cost \$2.4 billion over five years. The bill's innovative financing mechanism is a cost-effective approach to leveraging local construction that avoids a new bureaucracy.
- **\$6.5 BILLION IN LOANS AND GRANTS FOR URGENT REPAIRS.** President Clinton also proposed a \$1.3 billion initiative to make \$6.5 billion in grants and interest-free loans for emergency repairs at 5,000 schools. The initiative would help school districts repair roofs, heating and cooling systems, and electrical wiring. The assistance would be targeted to high-need districts, with the smaller amount of grant aid available for school districts unable to finance capital expenditures. Sen. Harkin and Rep. Clay have introduced urgent school repair legislation. In addition, the budget passed by the Senate Appropriations Committee includes \$1.3 billion for school construction as part of its education block grant; now, these funds need to be dedicated to construction and targeted to meet our schools' needs.

THERE IS AN URGENT NATIONAL NEED FOR SCHOOL CONSTRUCTION AND REPAIR. Communities across the country are struggling to address urgent safety and facility needs, rising student enrollments, and smaller class sizes.

- An estimated \$112 billion is needed to bring America's schools into good overall condition, according to General Accounting Office in 1995. One-third of American schools—teaching 14 million students—need extensive repair or building replacements. (*School Facilities: The Condition of America's Schools*, 1995)
- Including the costs of rising enrollments and technology infrastructure, over \$300 billion is needed, according to the National Education Association. (*Modernizing Our Schools: What Will It Cost?*, 2000)
- The average public school was built 42 years ago. About one-third of public schools were built before 1970 and haven't been renovated since at least 1980. (National Center for Education Statistics, *Condition of Education 2000*, p. 63).
- Public and elementary enrollment is expected to increase by another million students between 1999 and 2006, to a record 44.4 million elementary and secondary students. (*Condition of Education 2000*, p. 8)

CONGRESS' BUDGET PLAN IGNORES THE NEEDS OF AMERICAN SCHOOLS. In February, the Clinton-Gore Administration sent Congress a balanced and responsible budget that made investments in key education initiatives to raise standards, increase accountability, and invest in what works. This week, on June 14, the House of Representatives narrowly passed its budget on a partisan vote. This legislation is built on misguided priorities and insufficient resources.

- The House rejected the President's \$1.3 billion plan to help states and localities make emergency repairs to crumbling schools. It has also failed to act on his School Modernization Bonds proposal.
- Meanwhile, the House has passed tax cuts that would drain more than \$550 billion from the surplus. To pay for these tax cuts, the House budget would cut domestic priorities \$29 billion below the President's level, an average cut of 9 percent.
- The House bill also invests too little in other important education initiatives. It fails to strengthen accountability and turn around failing schools, reduce class size, provide funds for emergency repairs and renovating aging schools, sufficiently expand after-school opportunities, prepare more low-income students for college through GEAR UP, invest in improvements in teacher quality, and help bridge the digital divide.

Safe and Drug-Free Schools—Alternative Strategies—New Program—\$10 million in FY 2000; \$10 million request for FY2001

Will help school districts identify effective procedures, policies, and programs that serve to discipline students without suspending or expelling them. The program will also require school districts to develop and implement strategies for continuing to provide educational services to those students who are eventually suspended or expelled. This year, \$10 million will support approximately 20 grantees. Announcement of awards is expected in July. For more information regarding this program contact Ann Weinheimer at (202)708-5939, Ann_Weinheimer@ed.gov or visit the SDFS Web site at <http://www.ed.gov/offices/OESE/SDFS>.

Comprehensive School Reform Demonstration—\$170 million in FY2000; \$190 million requested for FY2001 (a \$20 million increase)

Helps raise student achievement by assisting public schools across the country to implement effective, comprehensive school reforms that are based on reliable research and effective practices, and include an emphasis on basic academics and parental involvement. The Comprehensive School Reform Demonstration provides funding to states, which in turn make competitive discretionary grants to local school districts on behalf of individual schools that are ready to adopt comprehensive reforms. More than 1,750 schools have already received funding to participate in the program, which provides grants of at least \$50,000 that are renewable for up to three years. This year, in addition to continued funding for these schools, new State grant competitions will fund approximately 1,000 new schools. Schools should contact their state educational agencies for information about application timelines/deadlines and application materials. For more information, call (202) 205-4292, e-mail compreform@ed.gov, or visit the Web site at <http://www.ed.gov/offices/OESE/comprefonn>.

American Indian Teacher Corps Professional Development Grants—New Program—\$10 million in FY2000; \$10 million request for FY2001

The American Indian Teacher Corps initiative combines several program elements in a manner that will effectively train 1,000 new teachers to work in schools with high concentrations of Indian students. The program supports partnerships of institutions of higher education with local educational agencies, state educational agencies or Indian tribes, to provide programs for pre-service training and induction of teachers. The pre-service training component may provide tuition and living expenses for students seeking bachelor's degrees in education or retraining current teachers in new certification areas in which a teacher shortage exists. This year the \$10 million will target an initial cohort of 500 new teachers through awards to approximately 25 grantees. Announcement of awards is expected in June. For more information regarding this program, contact Cathie Martin at (202) 260-1683, or e-mail Cathie_Martin@ed.gov.

Learning Anytime Anywhere Partnerships—\$23.3 million in FY2000; \$30 million request for FY2001 (a \$7.7 million increase)

Supports postsecondary partnerships among colleges, businesses, and other organizations to promote technology-mediated distance education that is not limited by time or place. LAAP hopes to improve access to quality lifelong learning, and to promote coordination and resource sharing among distance education providers. This year a new competition for \$4.3 million will fund approximately 12-14 new partnership grants, and \$10.6 million will fund continuation grants for 29 FY1999 grantees. Announcement of awards is expected in July. For more information, contact Brian Lekander at (202) 502-7519, Karen Levitan at (202) 502-7520, or Joan Krejci at (202) 502-7518, or e-mail LAAP@ed.gov, or visit the Web site at <http://www.ed.gov/offices/OPE/FIPSE/LAAP>.

New American High Schools (NAHS)—\$4 million in FY2000; \$4.5 million requested for FY2001 (a \$0.5 million increase)

Showcases and supports outstanding high schools that have committed to extensive reform efforts, raised academic standards for all students, and achieved excellent results. Since the initiative's inception in 1996, the Department of Education has recognized 42 diverse American high schools as New American High School showcase sites. The 1999 NAHS competition, co-sponsored by the Department of Education and the National Association of Secondary School Principals, featured 39 applicants representing more than twenty states. On November 19, 1999, in a ceremony at the White House, Secretary Riley announced the thirteen schools selected as the 1999 New American High School showcase sites. This May, ten Blue Ribbon high schools were named as the first set of Year 2000 New American High Schools. Also this year, the New American High Schools Program will identify and support up to 80 more showcase sites. For more information call Gail Schwartz at (202) 205-5445, or visit the Web site at <http://www.ed.gov/offices/OVAE/nahs>.

More information on these initiatives is available on the U.S. Department of Education Web site at

<http://www.ed.gov/inits/FY2000/index.html>

Or Call 1-800-USA-LEARN

NEW GRANTS INFORMATION RESOURCES AVAILABLE ON DEPARTMENT OF EDUCATION WEBSITE

In order to help current and prospective grantees, other education community members, elected officials and policymakers obtain useful information about U.S. Department of Education Competitive Grant Programs and Grantees, the following new resources have been made available on the Department's website (www.ed.gov):

STATE BY STATE LISTING OF COMPETITIVE GRANTS RECIPIENTS.

While it has been possible to obtain information on the amount of funding received by individual states under Department of Education formula grants programs, it has been much more difficult to receive state by state information for the Department's competitive grants programs. This document provides a state by state listing of grantees, including grant amounts, for major Department of Education FY2000 competitive grants programs for each state and eligible territory. In addition to showing the impact of the Department's competitive grants programs for individual states, these listings can also be useful in identifying sites for local events highlighting education and Department Initiatives. Programs highlighted in this document include:

- 21st Century Community Learning Centers
- Advanced Placement Incentive
- Bilingual Professional Development
- Class Size Reduction
- Community Technology Centers
- Comprehensive School Reform Demonstration
- English Literacy/Civics Education
- GEAR UP
- Learning Anytime Anywhere Partnerships
- Middle School Coordinators
- New American High Schools
- Preparing Tomorrow's Teachers to Use Technology
- Public Charter Schools
- Reading Excellence
- Safe Schools/Healthy Students
- Teacher Quality Enhancement
- Technology Innovation Challenge
- TRIO Programs

This document is updated regularly to reflect new grant announcements, and is available on-line at: www.ed.gov/inits/FY2000/grants/

FY2000 INITIATIVES AND FUNDING OPPORTUNITIES UPDATE

This document provides a brief explanation of major Department of Education programs holding new competitions in FY2000, including funding levels, application and expected announcement timelines and contact information. This document is updated regularly to reflect new grant announcements, and is available on-line at: www.ed.gov/inits/FY2000/summary.html

ADDITIONAL RESOURCES

In addition to these resources, more extensive information on Department of Education Grants Programs, including links to program websites, is available on the Department's Initiatives website at: <http://www.ed.gov/inits/FY2000/index.html>

THE WHITE HOUSE HAS BEEN

7-7-00

✓cc: POTUS

THE WHITE HOUSE

July 5, 2000

Mr. Stanley K. Sheinbaum
345 North Rockingham Avenue
Los Angeles, California 90049-2635

Dear Stanley:

Thank you for your thoughtful letter. I hope that by now you are completely recovered from the flu.

We were all shaken by the loss of Casey Shearer and I am also saddened to learn of your granddaughter's death this year. Bill and I watched Casey grow into a fine, young adult with a bright future. Derek and Ruth have suffered a terrible loss and I know must be very grateful for your support.

With love to you and Betty, I remain

Sincerely yours,

Hillary
Hillary Rodham Clinton

*You and Betty are
such good friends
to so many*

July 20, 2000

✓cc: Petrus

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7-7-00

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From:
HRC

Mr. Stanley K. S
345 North Rocki
Los Angeles, Ca

July 20, 2000

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Hillary
Hillary Rodham Clinton

You and Betty are
such good friends
to so many

PHOTOCOPY
WJC HANDWRITING

Get
the
file

Governor Frank Keating – Jack Dreyfus told him of his pleasant conversations with you and Mrs. Clinton. His little book is persuasive and significant. Dilantin is a remarkable substance of good health. Jack's legacy of research and information is a gift to all of us. Thanks for coming on April 19.

Ricchetti

See memo: Thien

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THE PRESIDENT HAS
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Frank Keating
Governor of Oklahoma

May 26, 2000

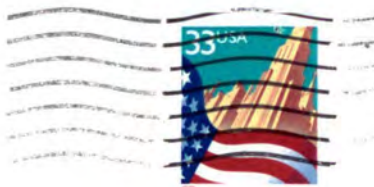
Dear Mr. President — My old friend,
Jack Dreyfus told me of his pleasant
conversations with you and Mrs. Clinton.
His little book is persuasive and signifi-
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JUN 7 2000

is a remarkable substance of good health.
Jack's legacy of research and information
is a gift to all of us.

Thanks for coming on April 19.

Gene Clating



JUN - 7 2000

The Honorable Bill Clinton
1600 Pennsylvania Avenue
Washington, D.C. 20001

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THE PRESIDENT HAS BEEN

7-17-00



ABOARD AIR FORCE ONE

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THE PRESIDENT HAS BEEN

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ABOARD AIR FORCE ONE

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them, wish he could
be helped —

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Ricchetti

7.15

PHOTOCOPY
WJC HANDWRITING

UNITED BROTHERHOOD OF CARPENTERS AND JOINERS OF AMERICA



JOHN E. GREANEY
President and Business Manager

Tel: (212) 643-1070
Fax: (212) 643-2975



Local Union 608
505 Eighth Avenue
New York, N.Y. 10018
<http://www.local608.org>



BRIAN PEARSON SUPPORT COMMITTEE

ROCKLAND IRISH AMERICAN CULTURAL CENTER
284 CONVENT ROAD
BLAUVELT, N.Y. 10913



Re: Brian D. Pearson - File #A72472870

May 20, 1997

Dear Honorable Sir or Madam

THE PRESIDENT HAS SEEN
7-6-00

We are requesting your support on behalf of Brian Pearson who recently received a favorable decision in his deportation trial in New York. Unfortunately the Immigration and Naturalization Service has decided to appeal this decision.

Since Brian came to this country in 1988 he has been a hardworking, law abiding resident who is married to his American born spouse, Doris, with whom he has a six year old American born daughter, Siobhan. Numerous witnesses testified before Judge Williams about Mr. Pearson's outstanding character and dedication to his community.

The argument for expelling Brian Pearson from our country and devastating his American wife and child is not based on this exemplary activity, but on his previous 12-year prison sentence in Great Britain. Pearson was held as a political prisoner by the British government and was tortured in custody. Such circumstances

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THE BRIAN PEARSON SUPPORT COMMITTEE

John Cawley
Co-Chairman

Rena D. Keenan
Secretary

Matt Reilly
Co-Chairman

Katherine E. Sullivan
Financial Secretary

Mary Higgins
Treasurer

JOHN CAWLEY (914) 623-6416

FAX (718) 549-5058
(914) 735-0116

MATT REILLY (914) 359-0392



BRIAN PEARSON SUPPORT COMMITTEE
ROCKLAND IRISH AMERICAN CULTURAL CENTER
284 CONVENT ROAD
BLAUVELT, N.Y. 10913



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The argument for expelling Brian Pearson from our country and devastating his American wife and child is not based on this exemplary activity, but on his previous 12-year prison sentence in Great Britain. Pearson was convicted in a special "Diplock" non-jury trial, and designated as a political prisoner by the British government. He testified to Judge Williams that he was tortured in custody. Such circumstances are a far cry from due process.

Judge Williams, the Federal Immigration Judge, who presided at his trial found that he was not a terrorist, as alleged, and did not pose a threat to the security or safety of the United States. Accordingly he granted Brian Political Asylum and Permanent Residency Status permitting him to remain in this country with his family.

We are seeking your help in preserving the favorable ruling by asking you to pressure the President and the Justice Department to withdraw the appeal and let Brian and his family live in peace.

Respectfully yours,

THE BRIAN PEARSON SUPPORT COMMITTEE

John Cawley
Co-Chairman

Rena D. Keenan
Secretary

Matt Reilly
Co-Chairman

Katherine E. Sullivan
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FAX (718) 549-5058
(914) 735-0116

MATT REILLY (914) 359-0392

PHOTOCOPY
WJC HANDWRITING

Biography - Brian Pearson

Brian Pearson was born in Clogher Co. Tyrone and now resides in Pearl River N.Y. with his American born wife and daughter. Brian witnessed discrimination at the early age of fifteen when he earned the right to go on to continue his secondary education but was denied access to the school because he was Catholic and was forced to go to a trade school instead where he still witnessed discrimination.

Brian served 12 ½ years as a political prisoner in Long Kesh Camp, a political category prison established by the British government in northeast Ireland, from 1976 to 1988 for resisting the British occupation of his country. After his release in 1988, Brian came to New York to see his brother and to avoid the continued harassment by the British Troops. On entering the United States in 1988, while filling out a visa waiver form, Brian truthfully answered that he did not have a criminal record as he, and the British government, had defined his activities as political. He has never committed any crime against this country and his sole offense seems to have arisen from an act of patriotism committed against an occupying army in his homeland.

A short time after arriving here, Brian met Doris Collins from the Bronx and they were married in 1990. Their daughter, Siobhan, was born a year later. Brian also has a step daughter from Doris' previous marriage, named Tara.

In 1992, Doris applied for an "Adjustment of Status" for Brian as the spouse of an American born citizen, which would allow Brian to live and work here legally. In January 1995, Brian was notified that his application was denied based on his activities in Ireland. At an interview that was scheduled by INS on April 9, 1996 (Good Friday), Brian was arrested and threatened with immediate deportation for overstaying his 90 day visitor visa (7 ½ years later).) He was ordered to show cause why he should not be deported. His attorney immediately filed for political asylum. A hearing date was scheduled for August 2, 1996. INS deemed his imprisonment in Long Kesh to be criminal in nature rather than political. The judge granted Brian a Political Asylum trial.

His trial was presided over by Hon. Phillip Williams, Federal Immigration Judge who found by written decision ([click here to view the decision](#)) that Brian was not a terrorist, as alleged, and did not pose a threat to the security or safety of the United States. Accordingly, he granted Brian Political Asylum and Permanent Residency Status, permitting him to remain in this country with his family. INS appealed the decision in April 1997. On September 9, 1997, acting on a formal request from the Secretary of State, Ms. Madeline Albright, Attorney General, Janet Reno, suspended all deportation proceedings against six individuals ([click here to view the suspension order](#))

Brian's brother Phillip, whom Brian initially came to visit in the United States, succumbed to cancer after a long battle in November 1999. His mother, Mary aged 85, was admitted to a nursing home in Co. Tyrone, Northeast Ireland on October 11, 1999 in a weak and ill condition.

A bus trip to Washington was scheduled on March 8, 2000. Brian, Doris, Siobhan and the Brian Pearson Support Committee met with Congressmen and Senators and asked them to intercede with the Attorney General and/or the President to grant Brian his **Permanent Status**.

This would enable him to travel with his Americas born wife and eight-year old daughter to visit his ailing mother before she departs this life. Siobhan Pearson's basic civil rights should not be compromised by the ongoing battle between the INS and her father. This issue needs to be resolved as soon as possible. She deserves to visit her grandmother with her dad and mom as a family unit and have the fond memories of such a reunion.

Background on Brian:

Brian is a qualified union carpenter in Local 608 in New York City. Brian is a hard working taxpayer and law abiding man that deserves to stay, work and live the Americas Dream with his family here in New York.

He is an outstanding member of his community and is active in the following organizations in Rockland County: V.P. DIV 5 AOH, Rockland Irish American Cultural Center, The Irish Arts Forum and St. Margaret's Church in Pearl River. In 1996, Brian was the Honorary Grand Marshal in the Bergen County and the Rockland County Saint Patrick's Day Parade. In 1998, Brian was one of the aides to the Grand Marshall in the New York City Parade.

Brian has received many awards and certificates from the county and state governments indicating their respect and gratefulness for Brian's contributions to his community and also for his dedication to the cause of "Peace with justice in Northern Ireland".

BETWEEN THE LINES

THE REAL STAKES IN NOVEMBER

The Supreme Court is just the beginning. Why this seemingly ho-hum race actually matters.

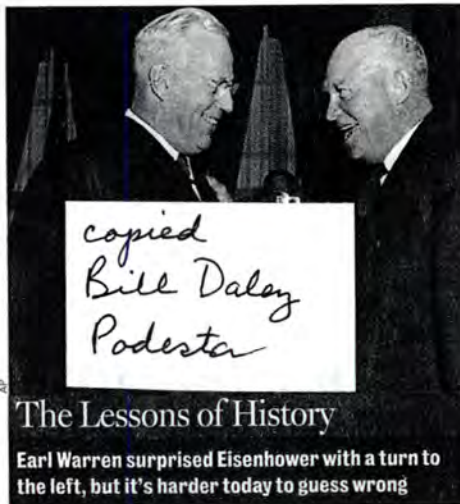
By JONATHAN ALTER

TO LISTEN TO RALPH NADER, Pat Buchanan and much of the press, Al Gore and George W. Bush could almost run on the same ticket. WHEN IT COMES TO ECONOMICS, THE DIFFERENCES ARE HARD TO FIND, read the headline on a lead story in USA Today last week. Even when it comes to the Supreme Court, old court watchers remind us that we can't accurately predict whether a new president will change the court. So why waste time eyeballing Gore and Bush? Most Americans find it more appetizing to watch people eat rats on "Survivor."

You can see where this thinking originates. The country is restless but not roiling, with the real action in business and technology. The candidates—neither one a natural—are moving toward the center, as they always do in general elections, fuzzing their differences. The media are in full flight from seriousness; even the basic distinction between the Gore and Bush Social Security plans was barely explained to the public on television. And on a few issues—globalization and trade, the drug war, the death penalty—the two men do, in fact, seem to agree.

But those are the exceptions. Almost every other big public question yields big differences, starting with how to divvy up the surplus. If you include his new pension plan, Gore slices the pie to help those with family income under \$100,000 a year; Bush's tax cut clearly favors those with family income over that amount, now about 15 percent of voters and growing. On education, Gore would have the federal government spend \$115 billion more over 10 years than it does now; Bush would spend \$13 billion more—a \$102 billion difference of opinion on how much support is needed for pre-K, after-school and other education programs. On health care, if you include a Medicare prescription-drug benefit, Gore's federal outlays would be about four times what Bush is proposing. Hardly Tweedledum and Tweedledee.

The list goes on. Gore wants much more gun control than Bush. Gore likes campaign-finance reform proposals that Bush abhors. Gore would intervene abroad in places where Bush wouldn't. They seem to agree on the need for an expensive missile defense system, but the one Bush supports may cost nearly \$100 billion more. And these are just the top-tier issues. On dozens of other matters that cross a president's desk—from Internet privacy to environmental



protection, antitrust to natural gas—Gore and Bush would reach different conclusions. It might be a dispiriting choice between two flawed sons of privilege, but it's a real one.

Then there's abortion. Pragmatic Republicans like to say that the threat of a reversal of *Roe v. Wade* is a liberal scare tactic. Bush himself is trying to reassure suburban women by saying he'd have "no litmus test" for his nominees, and his supporters are whispering to reporters that once the campaign is over, the right-to-lifers will go home empty-handed once again.

On top of that, we're told, history suggests Bush's appointments may turn out to be surprisingly moderate. President Eisenhower appointed California Gov. Earl Warren and New Jersey Judge William Brennan, both good Republicans, only to find them becoming famous liberals. ("Biggest damn fool mistake I made," Ike later said of appointing Warren.) JFK's appointee, Byron (Whizzer) White, moved rightward. Richard Nixon named Harry Blackmun (author of the *Roe* decision) and Gerald Ford gave us John Paul Stevens, who now often sides with Bill Clinton's appointees. George Bush ended up with David Souter, who disappointed conservatives.

But don't bet on this history repeating itself. Ike, Nixon and Ford were moderate presidents by today's standards, so the fact that some of their appointees turned out to stray from the conservative fold shouldn't be so surprising. Ronald Reagan's appointees, by contrast, have turned out largely as expected; so have Clinton's. It's easier to get a read nowadays on someone's views before confirmation. Until recently, there was no "opportunity research" (or Internet, for that matter) to remind the world of every word a nominee had ever written.

George W. has said his favorite justices are Antonin Scalia and Scalia's disciple, Clarence Thomas. He won't offer public comment on his father's other appointment, Souter, who was nominated (on the recommendation of pro-choice Sen. Warren Rudman), despite a record that offered few clues about his thinking. That "mystery date" approach, a reaction to the Senate rejection of Robert Bork, who wrote too provocatively for his own good, is not likely to be repeated. Nor is the rejection of Bork. (Recall that Scalia, the court's most conservative member, was confirmed by 98-0.) Unless he appoints a real boob, Bush probably won't lose a nomination fight with the Democrats. In fact, his political problem might come from his own party if he names someone too moderate. If he wins, the odds favor the appointment of at least two anti-abortion justices, enough to send the issue back to the states.

In 1968 disillusioned liberals stayed home in November and Vice President Hubert Humphrey lost to Nixon. This year Nader is pulling 9 percent in California polls, enough to cost Gore the state and thus the election. The vice president is right: the next president, with as many as three or four Supreme Court appointments, will touch every American life. But if he's to avoid Humphrey's fate, Gore must move beyond scare tactics and actuarial calculations to a fuller, more resonant argument for why this election matters.

July 8 2000

July 8 2000

THE PRESIDENT

7-13-00

Mr President

Thanks for making Lee Williams' 75th birthday so uniquely special.

As you may recall, Sen Fulbright was one of my earliest interviews.... on the Mideast...way back when...and with the old clips I took out of storage on Camp David, etc, I found these two as reminders of him...

But I surely remember that he lost his re election bid because of his views on the Mideast...that he was a fair 'mentor' in those days on this subject...

My, how the Senate has changed since then.

These Camp David articles may NOW be of some help to you....

Last week, and on Friday, I sent you numerous others...including your first Mideast interview during your campaign (set up by Bruce Lindsey)..in which you did mention, as you did recently on T.V.--that Al Gore was knowledgeable in foreign affairs...even then... and especially on the Mideast...

today

....so President Bush's remark on that subject didn't make sense ...because you had no advisers or aides standing over you during that one on one interview...and when I let Sam Lewis and Tony Lake see it before publication..to make sure you would approve...even they were surprised HOW MUCH YOU KNEW ABOUT THE MIDEAST BEFORE you even met P.M. Rabin at end of your campaign..

Respectfully,

Trude

P.S. I trust you still have my letters to you that Brian G. gave you about completing my new 3 part series..on your legacy visa vis the Mideast...etc. etc..with your reflections ..as we did on your 50th and two years ago on Yom Kippur...which was never completed..

(I resend copies..which Bruce L. has...if you can't still locate same) Please do, since part 1 should be out for your birthday--part 2..will be Mideast and foreign affairs and part 3 for your October anniversary..for publication Oct 1st...which still could help HRC in her race.....and each one intertwined with your accomplishments and vision..etc.

*Copied
Lockhart
HRC
Podesta*

PHOTOCOPY
WJC HANDWRITING

This Title today is interesting
Stroke Dalbott was then
Time's Bureau chief. + I gave
him my Carter interview
on same subject -
9-19-77

Getting Ready To Face Carter

Both sides map their strategies

The Foreign Ministers of Israel and the Arab states will begin to arrive in the U.S. next week for the opening of the United Nations General Assembly. Most of them will have in mind something at least as important as the Assembly agenda: meetings with President Carter and Secretary of State Cyrus Vance, for which both sides have carefully prepared their strategies.

In a rare show of unanimity, 21 Foreign Ministers of the Arab League last week adopted in Cairo what one West-

have been far stronger. Syria's Foreign Minister, Abdel Halim Khaddam, argued that the delegates should propose Israel's expulsion from the U.N. and the adoption of sanctions against the Jewish state. But even the "rejectionist" Iraqis admitted that it was not practical to crack down hard on the Israelis. Thus they backed the moderate stance of Egypt, which was subtly supported by Saudi Arabia, whose Princeton-educated Foreign Minister, Prince Saud al Faisal, 35, chaired the meeting.

Explained an Egyptian delegate: "We could not go to Washington and the U.N. leaving Carter no room to negotiate. We had to go to him and be able to say, 'You see, we are not trying to sabotage you. We are helping you in every way that we can.' What better proof can he have than that the Syrian move for a tough, no-

Thus they will try to persuade Carter and Vance that there are more urgent items to be taken up, such as the Palestinian refugees and the continued fighting in southern Lebanon. Dayan, however, will get some hard questions in Washington about the new Israeli settlements in the occupied territories. In his farewell to Argentina's President Jorge Rafael Videla last week, Carter said again that the settlements pose "additional problems" for the peace process.

TIME learned last week that despite official denials Israel has started, in addition to the three officially declared new settlements, another three new settlements in the past month, and a fourth is in the process of being manned. Moreover, the controversial plan of Agriculture Minister Ariel Sharon to settle 2 million Jews in occupied lands has the official support of Premier Menachem Begin's government. "We will continue to settle, and settling is a long process which must be carried out," said Sharon in an interview last week with Jerusalem Bureau Chief Donald Neff and Correspondent David Halevy. "Anyone who thinks that this government is going to withdraw from the West Bank is suffering delusions."

Even though Carter says he has private assurances from all of the leaders that they will be more flexible than their public stance, hopes for a renewed Geneva are dimmer than ever. In an interview with Syndicated Columnist Trude B. Feldman that appears in a number of Jewish publications around the country this week, the President seemed sobered by the procedural difficulties in bringing the two sides together. "Dozens of other foreign policy matters have suffered to some degree because I've expended so much time on this issue," he said. "If our efforts fail this year, it'll be difficult for us to continue to devote that much time and energy to the Mideast."



Israeli Foreign Minister Dayan (left) and Saudi Arabia's Prince Saud

A last hurrah for Arab moderates and a message that says cool it.

ern diplomat called "the last hurrah for the moderates." He meant an eight-point working paper that Arab delegates will discuss at the U.N. as the basis for further resolutions. The paper states that a "just and durable peace in the Middle East" depends on the fulfillment of two basic principles: 1) Israel must withdraw from Arab territories occupied during the 1967 war, including East Jerusalem, and 2) the Palestinians have a right to return to their place of origin, to self-determination, and to establish an independent state. The paper rejects Israel's creation of new settlements on the West Bank and calls on all countries to halt emigration of their citizens to "occupied Palestinian and Arab territories." Significantly, the document distinguishes between territory occupied after the 1967 war and Israel's 1948 boundaries—a tacit admission that Israel has a right to exist as a state.

There was nothing essentially new in Arab League position, which was not regarded as moderate in Israel. Nonetheless, some observers of the meeting note that the wording of the paper could

compromise line was overruled by the Arab Foreign Ministers themselves? Although they do not accept all its provisions, Administration officials described the working paper as "very helpful."

Israeli Foreign Minister Moshe Dayan, meanwhile, was putting the final touches on what the Israelis are calling a "peace treaty" to discuss in Washington. The proposal is made up of 30 sections detailing in legal form a declaration of peace, exchange of ambassadors, resumption of trade relations and other workaday items. But there is no map showing what Israel's final borders might be and certainly nothing to indicate that Jerusalem will relent on its opposition to any negotiations with the Palestine Liberation Organization. Despite Israeli insistence that "everything is negotiable," a high-ranking official conceded that "there is nothing surprising" in the Dayan treaty.

What the Israelis really intend to tell Carter is to cool it. They are now convinced that the President's aim to reconvene a Geneva Conference is a wasted effort, since the two sides are so far apart.

PAKISTAN

"An Evil Genius"

Bhutto is in deep, deep trouble

The head of Pakistan's new military government was shocked and saddened. When he saw Zulfikar Ali Bhutto in Rawalpindi two weeks ago, General Mohammed Zia ul-Haq confronted the deposed Prime Minister with several charges of crime and misconduct. As Zia told the story later, "I said to him, 'Sir'—I still called him that—'Sir, why have you done all those things, you whom I respected so, who had so much?' He said only that I should wait and he would be cleared. It was very disappointing." So disappointing, in fact, that Zia approved a court order calling for his onetime leader's arrest and transfer to a Lahore jail.

Bhutto, who was unseated by a military coup last July 5, is in deep, deep

aug 18-1970

Memphis, Tenn.

en Fulbright here X

18-70

THE HEBREW WATCHMAN

Thursday, August 13, 1970

Nixon Welcomes Erev Shabbat Truce

By Irude B. Feldman
The Hebrew Watchman's
White House correspondent

It was literally a 'Shabat Shalom' in Israel last week—the beginning of a 'Shalom' that President Nixon and Secretary of State William Rogers most heartily welcomed.

The President said he is hopeful that the cease-fire last 'Erev Shabbat' in the Mideast will help to move the conflict toward a peaceful and enduring settlement.

"The President welcomes the development," presidential press secretary Ron Ziegler related. "He welcomes the acceptance of the United Arab Republic and Israel of the standstill cease-fire."

He added that the President was also pleased with the statesman-like attitudes taken by the two Governments.

Shortly before Mr. Nixon's reactions, Secretary Rogers—who launched negotiations for the cease-fire, personally announced that the standstill would take effect as Sab-

bath in the United States began.

The latest situation put Rogers in a jubilant mood. Later, at a reception at the Mayflower Hotel, he said: "Things look good. But I'm not making any predictions. I only hope this truce will lead to a permanent peace."

The United States peace initiative is mainly—as Mr. Rogers said on June 29—to get the parties to stop shooting and start talking. It does not offer concrete proposals for a peace settlement. The plan calls for the cease fire during which there is a resumption of the peace seeking mission of the United Nations mediator, Dr. Gunnar V. Jarving, with the warring parties.

In White House briefings last week, Ron Ziegler stressed that he is not in a position to talk any further about the Mideast, other than to say that "we hope the parties in the conflict will now enter with good faith and earnestness into the negotiations."

He was pressed for answers to various questions—about plane shipments, assurances to Israel on her security during the ceasefire, the exchange of letters between Mr. Nixon and Golda Meir, and Russian pilots flying Egyptian planes in the Mideast.

"We are in a period now of where the first step has been reached, and in which sensitive discussions are taking place," Ziegler often repeated. "It's essential to conduct quiet diplomacy."

Israel's Prime Minister Golda Meir said that it's her hope that the ceasefire will be observed continuously by the other side until peace is concluded between the countries.

"If there is no peace," she added, "Israel will obviously continue to maintain fully the situation at the time of the ceasefire."

In her formal reply to the Ameri-

Israel agreed—for the first time since June 1967—to withdraw from occupied territories. The word 'withdrawal' was music to the ears of many Administration officials.

Israeli leaders formerly expressed fear that Egypt would use the ceasefire period to strengthen herself with Soviet arms. However, Golda Meir convinced her country that Mr. Nixon (in private correspondence on July 23) had assured her that acceptance of the truce would not endanger her security.

It is understood that Mrs. Meir sent a new letter to Mr. Nixon today stressing that Israel is banking on his (Nixon's) political and military assurances that a Soviet arms build-up won't take place during the cease fire.

The proposal is for a ceasefire of at least 90 days. However, the predictions and hopes here are should more time be necessary in trying to reach an agreement during the indirect talks that the Israelis and the Arabs will agree to an extension.

On Capitol Hill, Senator J. W. Fulbright, (D. Ark.) Foreign Relations Committee Chairman, stated that the acceptance of the ceasefire could only have been accomplished with the cooperation and encouragement of the Soviet Union. Fulbright, who is usually critical of the Nixon Administration and the State Department, had some kind words for them in the

Mideast development. "I think this very sensitive subject has been very well handled by Mr. Rogers and the administration," he said.

Sen. Mike Mansfield of Montana expressed the hope that both sides will now be flexible and that the ceasefire will extend beyond the proposed 90 days. "The ceasefire is good," he said. "It's now possible that an opportunity will be achieved and there will be a halt to the confrontation between Israel and the Arabs."

Senate Republican leader Hugh Scott (R. Pa.) said the agreement would prevent the continued deployment of Russian surface-to-air missiles up to the line of contact with Israel forces. He added that Israel received many assurances that we would supply her the necessary arms to defend herself—which would include planes. However, during the ceasefire, the need for additional planes may not be evident, he maintained. In Scott's view, the ceasefire was made possible because of the interest of the Four Powers—particularly the U.S.A. and Russia. He said both sides realized that es-

calation of the war would have begun an open ended process that would have drained their resources.

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 7-17-00

POTUS CONVENTION 2000 REQUESTS

7/10/2000 10:36 AM

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Organization	Date	Location	Event
*Democratic Party of Arkansas: "interaction with the Arkansas delegation"	TBD	TBD	TBD
DLC small fundraiser	TBD	TBD	Dinner
NBC News Tom Brokaw Post-Speech Interview	TBD	STAPLES Center	Interview
National Stonewall Democratic Federation Convention	Flexible Open between August 9-13	Palm Springs, CA	TBD
SKG on behalf of the Hanks for a small dinner party	TBD	TBD	Dinner
*LA Convention 2000 Host Committee Economic Roundtable, "Los Angeles: Technology's Portal to the 21 st Century"	Friday the 11 th	Los Angeles Central Library	Roundtable Call time: 10:30 am (ends at 3:00 pm)
LA Convention 2000 Host Committee Community Festival/Opening Ceremonies	Friday the 11 th	Los Angeles Convention Center, South Hall	Opening Ceremony Call time: 6:00 pm
"Use Your Voice" Town Hall Teen Forum Sponsored by TEEN PEOPLE Magazine, SHINE and The Washington Center for Internships and Academic Seminars Student Recognition Breakfast	Saturday the 12 th	University of Southern California "Town and Gown" room	Breakfast Call time: 9:00 am
Congressional Black Caucus "Western Regional Housing Summit" invitation to speak to the morning Plenary, Luncheon or Closing Session Reception	Saturday the 12 th	Oakland	AM Plenary, Luncheon or Closing Session Reception
LA Convention 2000 Host Committee Media Festival	Saturday the 12 th	Performing Arts Center of Los Angeles County & the Department of Water & Power Plaza	Festival Call time: 7:00 pm

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7-17-00

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Democratic Governor's Association small dinner	Saturday the 12 th or Sunday the 13 th	Los Angeles: location TBD	Dinner
"Victory Over Hate" Rally: North Valley Jewish Community Center/ Congressman Brad Sherman (CA-24)	Sunday the 13 th	Pierce College in Woodland Hills, CA	Rally Call time: 10:30 am
*Library event	Sunday the 13 th	TBD	Brunch
*Latino Committee 2000 Media Brunch (Latino Cmte 2K is Chaired by Rep. Xavier Becerra, Rep. Lucille Roybal-Allard is Secretary & Supervisor Gloria Molina serves as Treasurer)	Sunday the 13 th	Paramount Studios	Brunch
Congressional Black Caucus "Western Regional Housing Summit" invitation to speak at Brunch	Sunday the 13 th	Oakland	Brunch
Governor's Cup Golf Tournament hosted by Gov. Gray Davis to benefit the California Democratic Party's coordinated campaign	Sunday the 13 th	Riviera Country Club in Santa Monica, CA	Golf Tournament Call to carts: 12:10pm Shotgun start: 12:30 pm
Italian American Democratic Leadership Council Awards Event Honoring Reps. LaFalce, Miller, Moakley & Oberstar	Sunday the 13 th	Matteo's Restaurant in West Los Angeles	Reception Call time: 2:00 pm
*Rudy Duran and Jack Nicholson other celebrities: event for FLOTUS and to thank POTUS for years of friendship and his leadership	Sunday the 13 th	TBD	Dinner
LA Convention 2000 Host Committee Delegation Receptions: CA, AR, NY & TN	Sunday the 13 th	Various locations across Los Angeles	Receptions Call time: 6:00pm
Ron Brown Golf Tournament (drop-by)	Monday the 14 th	TBD	Golf Tournament Time TBD
California Democratic Party honoring Gov. Gray Davis and statewide constitutional officers	Monday the 14 th	Los Angeles: Regal Biltmore	Breakfast Call time: 8:30 am

Success
working
it's deal

2

7-17-00

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✓ Arkansas Delegation hosted by LA Mayor and Mrs. Riordan (Marsha Scott)	Monday the 14 th	@ the President's hotel	Brunch
*Gov. Gray Davis and Mrs. Davis to welcome Democratic Governors and their spouses. FLOTUS also invited.	Monday the 14 th	Los Angeles: Union Station	Luncheon
*National Democratic Institute for International Affairs 14 th Annual Democracy Awards Luncheon. POTUS invited to give the keynote address.	Monday the 14 th	Los Angeles: Dorothy Chandler Pavilion	Luncheon
✓ *American Federation of Teachers and the National Education Association: to honor POTUS as the "Education President"	Monday the 14 th	Beverly Hills: Beverly Hilton Hotel	Luncheon Call time 11:30am
2 California Democratic Party Finance Council honoring Mayors of America's Great Cities	Monday the 14 th	Los Angeles: Regal Biltmore	Luncheon Call time: 12:30 pm
2 DSCC	Monday 14 th	Home of Edie & Lew Wasserman	Reception Call time 3:00 pm
Latino Committee 2000 Reception/Dance	Monday the 14 th	Los Angeles: outside on Hope Street (closing down section of the street near Bunker Hill)	Reception/Dance
2 *DNC fundraiser w/ Major Supporters	Monday the 14 th	Los Angeles: Paramount Studios	Dinner Call time: 8:00 pm
8 Reception with FOB's & FOH (Marsha Scott)	Monday the 14 th	TBD	Reception
X California Democratic Party honoring Members of the U.S. Senate	Tuesday the 15 th	Los Angeles: Regal Biltmore	Breakfast Call time: 8:30 am
X California Democratic Party Finance Council honoring White House Cabinet Secretaries	Tuesday the 15 th	Los Angeles: Regal Biltmore	Reception 3:30-5:00 pm
X "Mardi Gras Goes Hollywood" Honoring Senator John Breaux sponsored by the Democratic Leadership	Tuesday the 15 th	Los Angeles: Paramount Studios	Reception and Street Parade Call time: 7:00 pm

7-17-00

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	Council			
X	DNC Cocktail/Dinner Party hosted by GTE, Holly & Rodney Peete & Rev. Jesse Jackson	Tuesday the 15 th	Encino: Home of Yvette & Kyle Bowser	Cocktail/Dinner Party
X	Latino Committee 2000 formal dinner for 500 dignitaries and elected officials	Tuesday the 15 th	Los Angeles Fashion Institute of Design and Merchandizing	Dinner
X	California Democratic Party honoring Members of the U.S. House of Representatives	Wednesday the 16 th	Los Angeles: Regal Biltmore	Breakfast Call time: 8:30 am
X	California Democratic Party California Delegation Party	Wednesday the 16 th	Universal Studios at The City Walk	Reception Call time: 8:00 pm
X	"Reception to celebrate the Democratic Presidential Nominee and Salute to African American Elected Officials" (Chair of event: LA Sup. Yvonne Burke)	Wednesday the 16 th	Bel Air: Home of Cynthia and Larkin Arnold	Reception Call time: 9:00 pm
X	California Democratic Party honoring former Senator Bill Bradley	Thursday the 17 th	Los Angeles: Regal Biltmore	Breakfast Call time: 8:30 am
X	DSCC	Thursday the 17 th	Home of Janet & Ron Burkle	Luncheon Call time: 12 Noon

July 21, 2000

7-19-00

Carol - ^{this way} handled
^{I think} who handles this?
Mary Morrison ^{just for} open

7/20/00

B.

Mary - Are you
handling?

Carl

62702

WENDY ANNE ROBINEAU
ONE LEARNED PLACE
DURHAM, NORTH CAROLINA 27705

cc: MM
THE PRESIDENT HAS SEEN
7-19-00

William Jefferson Clinton
The White House
Washington, DC 20016

November 15, 1999

Dear Mr. President,

Emilia has called with word of her visit with you. You were so very gracious to her and you have my heartfelt thanks. I expect it was an experience she will always remember. She was very impressed with your enthusiasm for board and word games—something we do a lot in our household. She reports that her reaction to playing a board game with you was "...a mix of admiration for how smart he was with a fascinating horror in waiting to see if anybody had the nerve to say: Excuse me, Mr. President, but I would rather play my own hand...thank you". This is vintage Emilia.

She is a freshman in the Honors Program in the School of Public Affairs at American University. She is extraordinarily bright girl who can talk anybody into anything—we call her "The Mouth of the South". She remembers everything she has ever read or heard and as a result is a fearless and gifted public speaker—gave the commencement address at her graduation and has been burning up the college debate circuit this fall. She was voted Most Likely to be the First Female President by her high school class. But in good conscience, I have to say that this accolade apparently ranked in school status somewhere below Most Likely to Get Arrested at the Mall.

She loves Washington—spent last spring working as an intern for Paul Wellstone in his Senate offices. She says she wants to pursue a career in public service but is discouraged by the current climate of government by investigation and gotcha journalism. She is becoming very cynical about those in public life.

She is too young to lose her idealism. When you sign her photo from the radio address, I would be very grateful if you would consider saying a few encouraging words to her about the value of public service and contribution to public life. I believe it would have an important influence on how she is viewing the world. As you know, her father and I have spent a good deal of our adult lives in public and political endeavors. We still think it is a worthy path. But, of course, what do we know. We're just her parents.

I also understand that there was some story telling about the old days when we were young and sometimes foolish and nearly always idealistic. I know, of course, that you told her the short version of the Fred Harris story. I, of course, still have a vivid memory of the long version.

Best regards to you and your family, I remain with affection

Wendy

When's the photo
let me have this back

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